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ABSTRACT

This manual presents information about Iowa's 1991 summer reading program, whose theme, "Super Summer Reader," celebrates both children and reading, as well as the "super people" found throughout history, in local communities, and in families. The manual contains a planning guide that is arranged by the following topics: scheduling, personnel, registration, record keeping, program event, promotion, and overall evaluation. In addition, the manual also features ideas for promotion and publicity, room decoration and bulletin boards, reading incentives, specific programs, art projects, games, activity sheets, bibliographies of books for younger and older children, a resource list, and the program's evaluation form. A final section of the manual contains clip art which promotes the Super Summer Reader theme. (MAB)

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1991 IOWA SUMMER LIBRARY PROGRAM

SUPER SUMMER READER

Sponsored by the State Library of Iowa

A Division of the Department of Cultural Affairs

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SUPER SUMMER READER

1991 Summer Library Program
Sponsored by the State Library of Iowa

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Introduction

The theme "Super Summer Reader" celebrates children--all children--as super, regardless of their reading abilities and interests. It celebrates reading as a worthwhile and fun activity. And it celebrates the super people throughout history, in our communities, and our own families. Here is a broad enough theme to develop most any way you like, but also specific enough in the subthemes to focus along a more narrow line if that is your preference.

The word "super" is intended to mean special rather than "big." The best reader in your community and the struggling reader who finishes a single book are both special. The small and the big library have special places in our state. The preschooler who is read to and the long time library user are special in the library world.

And, here's another plus with our theme. The initials S.S.R. not only stand for Super Summer Reading, but they stand for Sustained Silent Reading. This idea means you drop everything you are doing at a designated time of the day or week and read silently. (The D.E.A.R. or Drop Everything And Read slogan means the same.) See the "Super Reading Promotion" section of this manual for some thoughts about this.

The manual contains a new planning document arranged by topics--Scheduling, Personnel, Registration and Record Keeping, Program Event, Promotion, and Over all Evaluation. After examining a number of state manuals, I decided to include some of the questions you will find in this summer's manual.

Regular manual features include ideas for promotion and publicity, room decoration and bulletin boards, reading incentives, specific programs, art projects, games, activity sheets, bibliographies, and the evaluation form. A new section of programs and events to flesh out on your own supplements the more fully developed program section. The bibliography is not annotated this year so the size of the manual will not grow to unmanageable proportions, but it is divided into general topics.

And, last, but certainly not least, is the art. We have been fortunate to find two outstanding artists, in our state for this project. Connie Gross of Marion, a free lance artist, has executed the Super Summer Reader logo and the promotional art in addition to the manual cover and some of the clip art found in the manual. Deanne Wortman who works in the children's department in the Iowa City Public Library and also free lances under her own company, Electric Jumping Horse Graphics, has created the manual art. I think you will be excited about their sprightly artistic talents. Both women have submitted clip art to include in the manual--a special feature of this resource.

When you've taken down the last wall decoration and summer slips into fall, please take time to fill out the evaluation form at the end of the manual.

I'd like to thank Carol Elbert, Paula Brandt, Tami Chumbley, and the advisory committee who provided bibliographies and suggestions for this project. And to all the librarians and children in Iowa--have a super summer!

Jan Irving, 1991 Summer Library Program Coordinator

Super Person in Charge!
(Planning and Managing the Program)

Are you responsible for running the summer program in your library? Then, you are a super person! "Super" in the sense that what you do is important in your community. And, "super" in the sense that the responsibilities before you are big ones--no matter how small your budget is or how modest your program plans.

The overall summer library program varies in scope from those that simply promote reading in some way (see the Reading Incentive Section for a separate discussing of different approaches) to those that offer a full range of activities and events. The typical summer library program, regardless of size of community, tends to combine features of both. Certainly promoting reading is a central feature of library service to children. And that is a super goal these days given all the competition libraries face for children's time and interest.

Did you know that research tells us that the best way for children to maintain the reading skills that have learned during the school year is to read during the summer? (If children do not read during the summertime, they lose more than the three months. Statistics show that reading levels may decrease as much as five months over the summer if children do not continue to read.) And public library summer programs that encourage children to read--even a modest amount every day--are as effective as formal instruction and drills. So--what you do to encourage wide participation in your library program--is a super big plus for the children in your community.

The tasks seem awesome before you. But here are some questions to help you plan so the decision making will become manageable.

Scheduling Decisions:

1. What other activities are available in your community?

2. How do these activities and the events in my community conflict with the library schedule? (Do I need to check with the schools, churches, the Parks Department, the Chamber of Commerce, etc. before I schedule the library program?)

3. How many weeks will the library program run? Decide beginning and ending dates.

Personnel Decisions:

4. What is the size of my staff and how can I get extra help during the summer? (Borrow from another department? Use volunteers? Enlist teens or middle school students to help with crafts or registration? Call on outside speakers for special events?)

5. How much time will I be able to spend in training extra help?
Could I schedule a workshop or work day ahead of time with this personnel that will save time later?

6. Have I informed the entire library staff about the summer program so we might work more cooperatively together?

Registration and Record Keeping Decisions:

7. What ages of children will register? (Preschool? High School? If pre-readers register, will I count books read to them?)

8. Will I only register children who live in the community? (How will I include children who visit relatives/friends in the community?)

9. When will registration begin? Will it continue throughout the summer?

10. What kind of registration form will I use to give me a useful record for future planning? (See sample form.)

11. What kinds of records will I keep? Individual reading records? Program reports? (A reading log is provided for those libraries who keep or encourage children to keep a record of the books they read during the summer. You may wish to adapt this form to suit your special needs. Some libraries keep records of each child's reading in addition to the log, but many others simply do not have the time. Program reports are different from the reading record. A sample program record is included for your information.)

12. How may books/library visits will I require for a child to receive a prize or certificate? Or will the child make an individual decision by making contract with the librarian?

13. Will I accept only library materials and only books when children report for their record? (Some libraries wish to increase circulation by accepting only library materials. Some libraries give credit for cassette/book kits.)

14. Will I accept books read on an obviously lower level than the reader's ability? (How can I make allowances for learning disabled children or children who are reading below grade level?)

Program Event Decision:

15. In addition to the reading component of the program, what programs or events will the library offer? (Fully developed programs appear in this manual as well as suggestions for programs and events you can flesh out on your own. See also the checklist of general program types to trigger other ideas. Suggestions are provided to accommodate all sizes of libraries and interests.)

16. Will the library offer programs or program series for different age groups? Will these meet the same day and time each week.

17. What materials will I need to order for the programs? (Films scheduled? Books to supplement the collection? Arts and crafts materials?)

Promotion Decisions:

18. What kinds of publicity will I use and who will be responsible for helping promote the program? (See Super Reading Promotion section of the manual for press releases, publicity skits, and other nifty ideas.)

19. What publicity is done in advance and outside the library? What promotion (flyers, displays, posters) is planned for inside the library? What publicity will be ongoing throughout the summer? (Articles in newspapers, radio or television announcements)

Over All Evaluation Decisions:

20. Does the program balance community needs, the library's resources, my own strengths, and am I comfortable with these decisions?

Sample Registration Form
Super Summer Reading 1991

Child's Name _____

Address _____

Telephone _____

Age or grade in school (either completed or next year) _____

School _____

(Note: Some libraries also use this form to record the number of books a child agrees to read if a reading contract is used.)

Sample Program Report
Super Summer Reader 1991

Event:

Date: Time: Place:

Attendance:

Presenter (Name, Address, Phone):

Activity:

Costs:

Remarks (Strengths, Weaknesses):

Program Types
A Checklist

Storytimes (with books read aloud, stories told, flannel board stories, participatory stories, etc.)
Book discussion groups
Book talks
Film shows
Parades
Pet shows
Arts and crafts programs (might also be included in a more general theme related program)
Sing-a-longs
Birthday parties (for all children or for a famous person)
Game events
Puppet shows
Magic shows
Storytelling fests
Cooking classes
Speakers (local guests or celebrities, visits from resource people)
Concerts
Dramatic presentations
Field trips

This list is endless--limited only by your imagination!

Super Reading Promotion

Since the focus of this summer's program is on children as super readers, think of really super special ways to promote reading. Because Barbara Bush has adopted literacy as a special concern, the time is right for libraries to capitalize on interest in reading. Here are a few thoughts for this summer.

1. Remember that the initials for this summer's program S.S.R. (Super Summer Reader) also stands for Sustained Silent Reading, a concept that has been used in schools and communities for a number of years. The idea is to drop everything you are doing at a designated time and read silently. Promote reading and work for a community goal (make it a Summer United Way) to have everyone do SSR for half of their lunch hour at least one day a week. Approach your mayor to proclaim SSR part of your community's summer activities. Local radio and television stations should be contacted for their support.

2. Plan a SUPER kick off event to focus on your summer program and the power of reading. Plan a balloon launch or rent a markee to make announcements for the opening day of your program. SUPER does not have to be big in terms of the size of your community! SUPER means "neat" or "special"!

3. Promote library use and programs but also consider library outreach promotion. Pam Sandlian of the Denver Public Library won the Econoclad/A.L.S.C. Reading Program Award in 1990 for a program that promoted reading and library use through weekly visits to 25 day care centers, Head Start programs, and homeless shelters in the Denver area. Civic leaders participated in the program by reading aloud to children in addition to the programs given by regular library staff. What a super way to promote libraries and reading all over the community!

4. Use promotional skits in schools using the ideas in this manual. The skit in this summer's manual doesn't have a prescribed script so it would be easy for kids to do for you! If you think your resources are limited or you are too timid to "act," enlist the help of older kids to step in the promote the library for you!

5. Develop public service announcements and news releases following models in this manual.

6. Follow the example of doctors and dentists--follow the "satisfied customer" to the library. Dona Nickel of the El Cajon Public Library in El Cajon, California won honorable mention in the Econoclad Reading Award Contest in 1990 for an adaptation of this approach. The El Cajon Library posted photographs of kids in grades 4-6 on a bulletin board along with comments about their favorite books. These comment sheets, entitled "Book Beats,"

created interest in the library collection since kids like to read books that their peers find enjoyable!

Please note: If you have a novel program to promote reading, consider applying for the annual Econoclad/A.L.S.C. Award. Details are announced in School Library Journal, J.O.Y.S., and the A.L.S.C. Newsletter. The award of $1,000 is given to a librarian working directly with children or young adults in a public or school library.

Super Reader Words and Phrases
To Use in Promotion and Publicity

Super Readers are super stars!
Power packed
Action packed
Get into action
Whip into shape
Zap! Zow! Pow! Ooof!
Faster than...
More powerful than...
Muscle
Giant sized
Colossal
Larger than life
Dedicated
Court danger
Unsung heroes
Problem solvers
Risk takers
Tempting fate
Lead double lives
Court danger
Role models
Inner resources
Meet challenge
Overcome obstacles
Brain over brawn
People who make the difference
On the cutting edge
Libraries are the food for champions!
Super People in Your Community Use the Library!
Stirring
Rousing
Thrilling
Breathtaking
Hair-raising
Electrifying
Stimulating
Provocative

Sample News Release

Contact: Your Name
Address
Phone Number

Date:

FOR IMMEDIATE RELEASE

_____ Library Announces Summer Program

Children will encounter power packed adventures at _____ Library in the summer program "Super Summer Reader" beginning _____ (starting date). The program runs until _____ (closing date) for children from _____ through _____ (age or grades).

Activities this year include (provide a few specifics here such as a contest, storytime series, guest entertainer) _____

_____.

Preregistration begins on _____ (or preregistration is not necessary.) There is no charge for the program.

Summer library hours will be_____. Questions concerning details should be directed to _____ _____ (your name and telephone number.)

Public Service Announcements

Contact: Your Name
Address
Phone
Date:

Ten Second Announcement

More powerful than Superman AND Wonder Woman! More pizzazz than video super stars! Who? Super Summer Reader coming to _____ Library this summer! Take part in ALL the power packed adventures. Call _____ or visit the library in person.

Twenty Second Announcement

"Super Summer Reader," the theme of _____ Library's summer program will celebrate reading and children. Contests, reading incentives, storytimes, and more super starred events will fill the summer. Children from _____ to _____ (ages or grades) are invited to register by calling the library at _____. Questions concerning this announcement may be directed to _____ (your name). Super People in your community use the library!

Super Summer Reader to the Rescue: The Movie
A Promotional Skit

Here's a skit to promote the summer program. Dialogue and action are suggested in the skit rather than written out completely as in a play. But, that's the fun of skits--lines don't have to be memorized. The players begin with a simple situation and ad lib their lines. If you enjoy this skit, sample the fare in Margaret Read MacDonald's The Skit Book (Linnett Books, 1990). You will enjoy making up your own variations after you try a few of the more than 100 ideas in this book.

Characters:
Director
Wolf
Three Pigs
Gingerbread Boy
Cow
Horse
Farmer
Fox
Giant
Super Summer Reader

(Note: You can use children as the characters in this skit or stick puppets if you are performing the skit for children and don't have many assistants. Either way, the action and dialogue can be added as you go.)

Action:

Director (wearing a fedora and sunglasses) runs on stage carrying a sign reading "Super Summer Reader to the Rescue: The Movie." He yells, "Action!"

First pig runs on stage and pretends to be building his house. Wolf runs on stage threatening the first pig "I'll huff and I'll puff..." Wolf proceeds to blow down the house, and chase the pig away. Second pig then runs on stage, pretends to build his house, and wolf threatens him in like manner. Just as the third pig begins to build his house and wolf starts to threaten him, Super Summer Reader "flies" on stage and yells, "Time Out! Super Summer Reader to the Rescue!" SSR wraps his cape around the wolf and pulls the wolf off stage. The three pigs run back on stage and announce, "Peace and quiet at last!" Super Summer Reader joins them and they say, "Time out for a good book!"

Director yells "Stop! Print that scene!" The director runs off.

Next the following characters walk on stage: Cow, Horse, Farmer, Gingerbread Boy. They stand around until the director runs on stage and announces, "Action." Then the Gingerbread Boy runs by each character as they try to get him to stop so they can eat him. After the Gingerbread Boy runs off stage, they all throw up their hands and run off. Gingerbread Boy runs back on stage, but this time he is followed by a fox. Just as the fox is ready to eat Gingerbread Boy, Super Summer Reader "flies" on stage and yells, "Time Out! Super Summer Reader to the Rescue!" SSR wraps his cape around the fox and pulls the fox off stage. The Gingerbread Boy skips back on stage and announces, "Peace and quiet at last!" Super Summer Reader joins him and together they say, "Time out for a good book!"

Director runs on stage and again announces "Stop! Print that scene!" The director runs off.

Finally a big giant lumbers on stage and waits until the director comes back on stage and announces, "Action." Then the giant yells "Fee Fi Fo Feeder. I smell Super Summer Reader!" He stalks around the stage. Super Summer Reader flies on stage and chases the giant around in circles, causing him to lose his balance and fall down with a thunderous crash!

Super Summer Reader then announces "Peace and quiet at last! I've had more than enough action for one day." He then says to audience, "But it's time for you to get into action. Race on down to your library for the Super Summer Reader Program! This will be the summer of your life. And remember--take time out for a good book!"

Director runs on stage and announces "Stop! Print! The End!"

All the characters run back on stage, curl up and begin reading books. (Or, they carry a big sign that reads "Super Summer Reader!")

Reading Incentives

"So many books, so little time," is a motto that one of the library promotion companies have adopted this year, and it works well for this summer's theme. Children have so few years to read all the super terrific books that libraries select. So how do librarians encourage kids to get into these books? Here are general thoughts about structured and non structured approaches plus a few ideas to consider. The specific ideas describe some more structured programs and some that are less structured.

Structured Approaches

General Thoughts:

1. May require a larger staff or more staff time to monitor.

2. Collection may have to be big enough for children to read books in specific categories.

3. May not make allowances for children with learning disabilities, slow readers, or part-time status children (those who visit the library for part of the summer).

4. May seem too "school like" and therefore discourage kids who need all the encouragement they can get to read or use the library when school is over.

5. Requiring a set number of books to receive a certificate may encourage cheating.

6. If a program is basically a competitive one (the kind that rewards THE CHILD who reads the most books in town), a slow reader is defeated to begin with. Reading two books is a great accomplishment for many children.

Less Structured Approaches

General Thoughts:

1. Has advantages for small or large libraries or any library with limited staff time because record keeping can be minimized. (Child keeps individual reading record.)

2. Is appealing to the child who is looking for "non-classroom" type of summer reading.

3. Can encourage wider participation.

4. Child is encouraged to select books from displays, reading lists, reader guidance from librarians and individual interests rather than follow prescribed categories.

Read-To-Me Programs

In recent years this approach has become popular because libraries are directing more attention to early childhood services. The phrase "Catch 'Em In the Cradle" characterizes the notion that reading to children begins from the start.

With this in mind, libraries with read-to-me programs give credit for books read to preschool age children. If a certificate or small prize is given at all, even young children receive a reward right along with children who are already reading on their own.

The read-to-me program can be directed at parents and their children and/or at child care centers and children. Child care centers bring children to the library and, in turn, introduce the read-to-me program to parents who can share the responsibility of reading at home.

Read-to-me programs can take place in the library with volunteers who are available for reading aloud to children or listening to children read to them. In this case, the read-to-me program includes preschool children and children beginning to read on their own. (These days a growing number of preschoolers are reading too.)

Contracts-Individual goal Setting

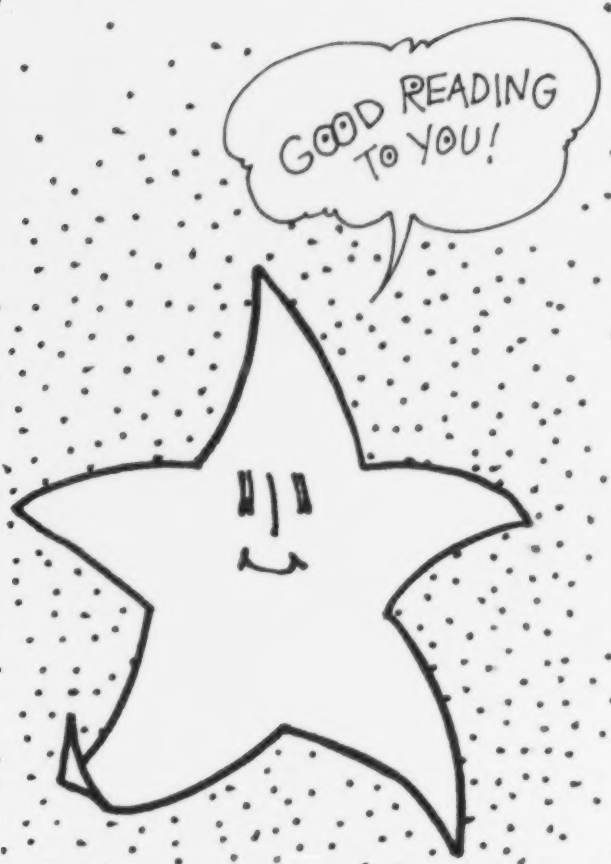
This tends to be less structured, but libraries might suggest minimum goals for different age groups. Basically, the child sets personal goals of how many books to read during the summer program. An individual "contract" is set up. Children sign the contract, but are given options of raising or lowering the number of books as the time progresses. A reading log can be kept, but usually no restrictions are made on the type of literature to be read.

Certificate/Prize Award

Children are given prizes and or certificates for reading books, visiting the library. Libraries who reward children in this way may set the numbers low enough so most children can attain the goals. The trend is definitely away from rewarding THE CHILD who reads the most, but many libraries feel that children like some tangible rewards. Rewards can be given for finishing a contract or simply for registering for the program and making one library visit during the summer. The reading certificate that the State Library provides can be ordered in quantity so you will have enough for all summer library program participants.

Game Board

The game board included in this manual and described in the section "Super Games Super Fun" is one way to combine a more structured approach with a fun activity. Not all children would have to use the game board, but it gives another option for children who definitely like direction. And, if you would like to direct children to read different parts of the collection beyond providing displays and bibliographies, the game board is one way to do so.



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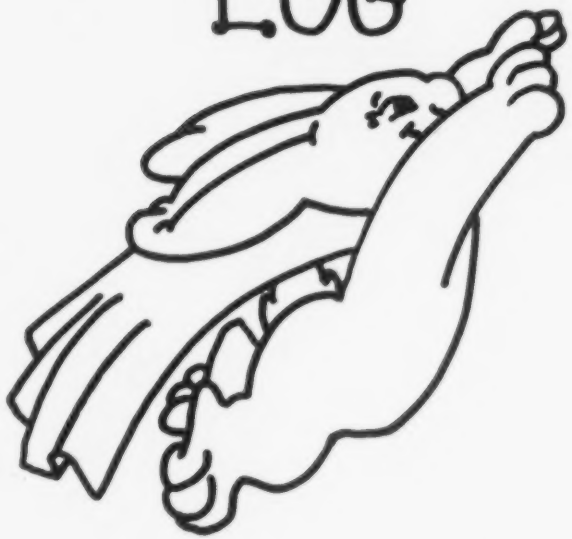
MY SUPER SUMMER READING LOG



MY NAME: _____

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PAGE 2 FOR READING LOG

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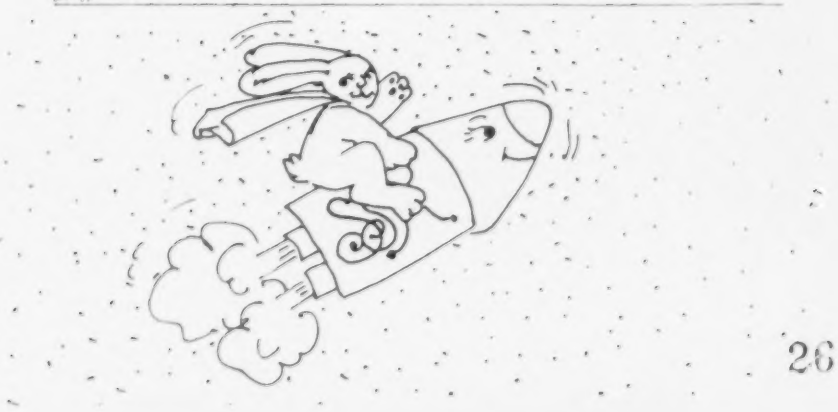


Super Reader Displays and Decorations

Super Readers Stay Fit

Display a bicycle, weights, barbells, and a jump rope along with books about physical fitness, weight lifting, and exercise. The slogan "Super Readers Stay Fit" can be made on a computer as a banner.

Super People Overcome Obstacles

Display books about people with disabilities and include Braille books, large print editions of popular magazines and large print books, posters of sign language. Call the Iowa Department for the Blind at 515-281-7989 and the Deaf Services Division of the Iowa Department of Human Rights at 515-281-3164 for materials. Order bookmarks showing the sign language alphabet from Demco. Their toll free number for a catalogue is 1-800-356-1200.

Super Stars for Super Kids

Display the letters and mementoes from celebrities that kids in your community collect. A description of this contest appears in the program and special events section of this manual.

Super Readers Bat 1000!

Display baseball gloves, bats, and baseball caps in the library with books on sports. This display might be confined to one corner of the library or you could hand a whole collection of baseball caps from the ceiling with the slogan "Super Readers Bat 1000!"

Super Readers Super Capes

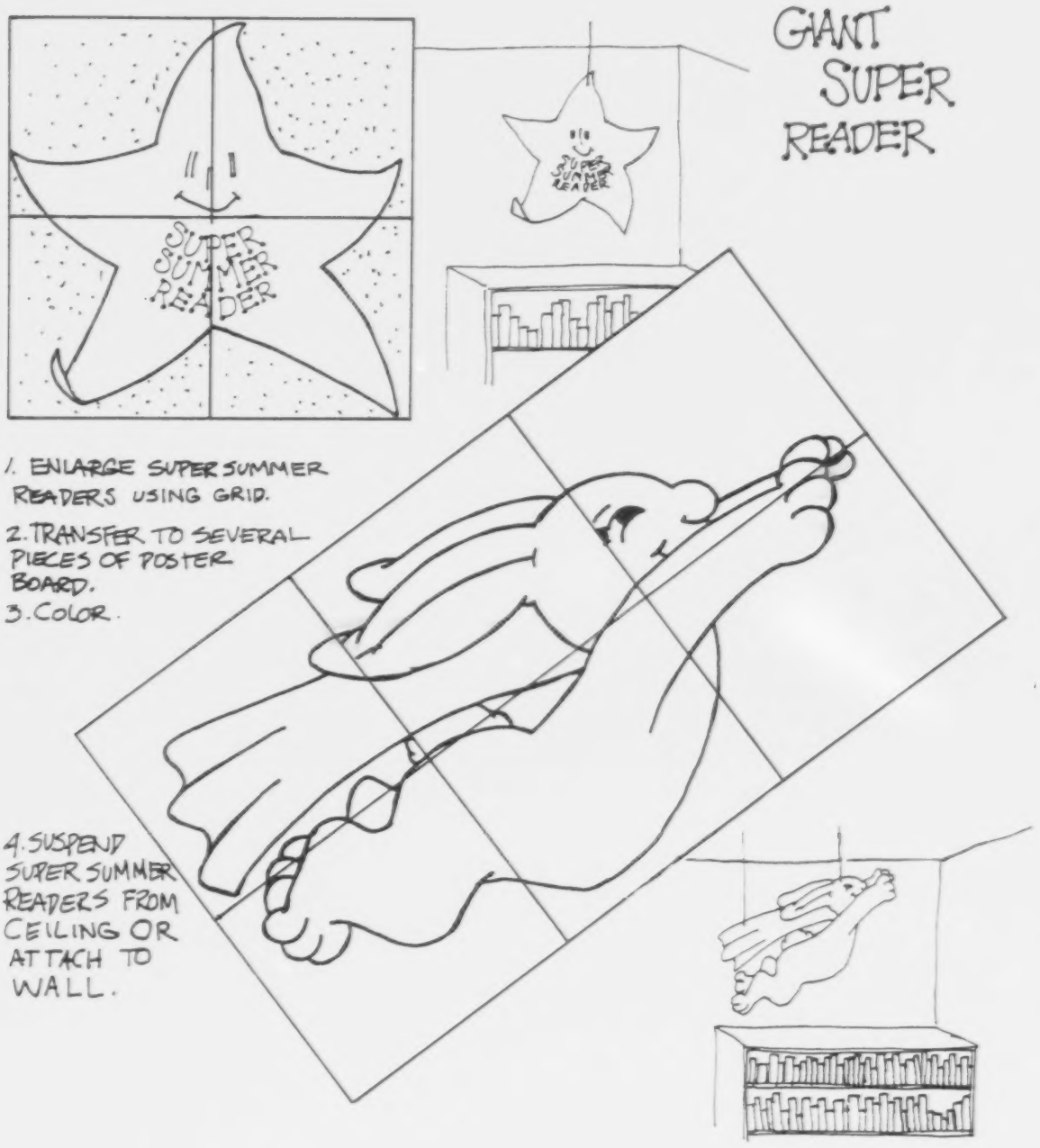
Make enough of the super capes (described in the crafts section) from trash bags to suspend many of these from the ceiling of your library.

Super People in Your Community

Fill a display case or the top of the card catalogue with hats and paraphernalia to remember the community helpers around your town. Firefighter hats, live plants for the Parks Department, sun visors and suntan oil for lifeguards are a few suggestions. Make firefighter hats using the ideas in the crafts section if you can't get a real one. For extra interest, take pictures of the people in your own community who have these jobs.

Giant Super Reader

Enlarge the Super Reader pattern shown below to suspend from the ceiling of your library. The Super Reader may be made from construction paper, posterboard, or even made from fabric for a soft sculpture.


GIANT SUPER READER
SUPER SUMMER READER
1. ENLARGE SUPER SUMMER READERS USING GRID.
2. TRANSFER TO SEVERAL PIECES OF POSTER BOARD.
3. COLOR.
4. SUSPEND SUPER SUMMER READERS FROM CEILING OR ATTACH TO WALL.

Bulletin Board Boosters

Super Readers Meet Super Heroes

Feature heroes in history, sports, arts, entertainment--or in any other field--with the above slogan and an assortment of book jackets that focus on prominent people in these areas. Photocopy photos of celebrities from book jackets or news magazines. Use an opaque projector to enlarge outline drawings of famous people. For extra interest, order the "Meet Your Heroes Bulletin Board Decorator" (Order Number P124-316) from Upstart. Their toll free number to place an order or request a catalogue is 1-800-448-4887.

Super Readers You Know

Feature the kids in your own community as Super Readers. Fill a bulletin board with photographs of readers. You could use school pictures or you might hire a high school photographer to "catch" kids reading in unusual spots--in the closet, in tree houses, in tents, on horseback, in hammocks, or in the bathtub (fully clothed or "well bubbled"!)

Starring Super Readers

This bulletin board is a variation of the above because it uses photographs of kids in your community. For this bulletin board, take polaroid pictures of all the kids who come to the library to sign up for your program. Mount each photograph on a separate star.

A Hero Is More Than a Sandwich

Here is a simple bulletin board. Just cut out pattern pieces shown in this manual and let children make the super hero sandwich on the wall or a bulletin board. Children add sandwich parts as they read books and the bulletin board becomes more colorful as the summer progresses.

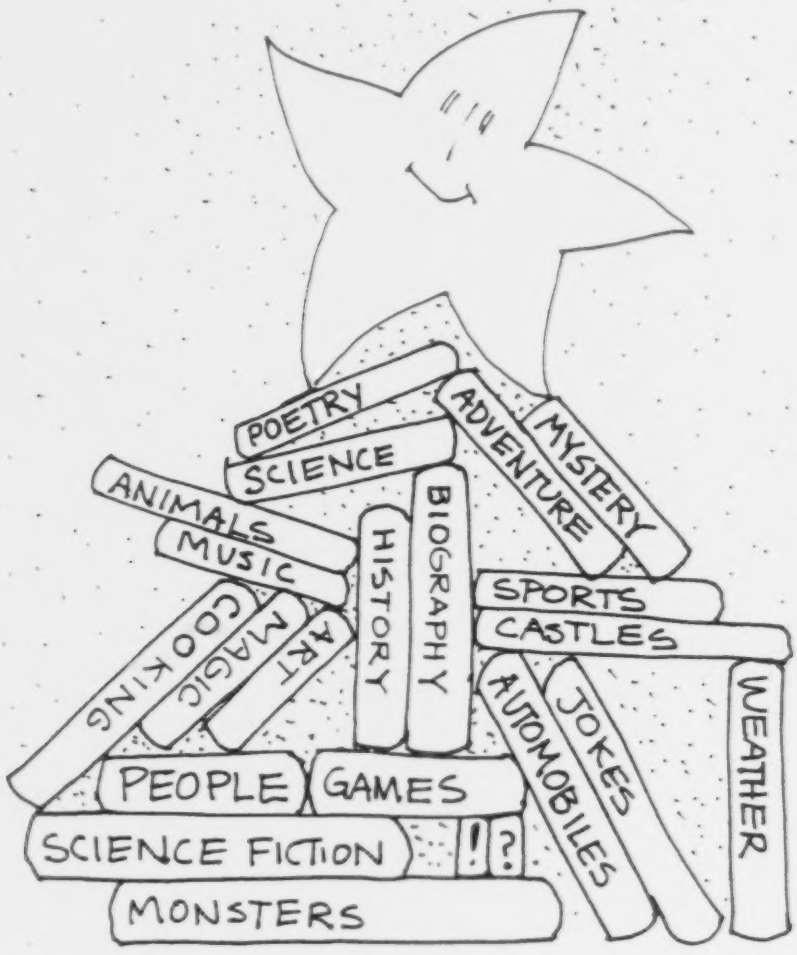
Use a long sheet of colored paper for the hero buns. Provide children with brightly colored paper shapes: red circles for tomato slices, yellow squares with holes drawn or punched out for cheese slices, green lettuce shapes, white circles for onion slices. Children write their names and the name of a favorite book they have read for the super hero sandwich. Small libraries might have children fill out a super sandwich ingredient for each book they read. Larger libraries might decide to limit children to one ingredient per person. Anyway you slice it--make your super hero sandwich a bulletin board taste treat that invites kids to sample books and decorate the library bulletin board at the same time!

Super Readers Scale Great Heights

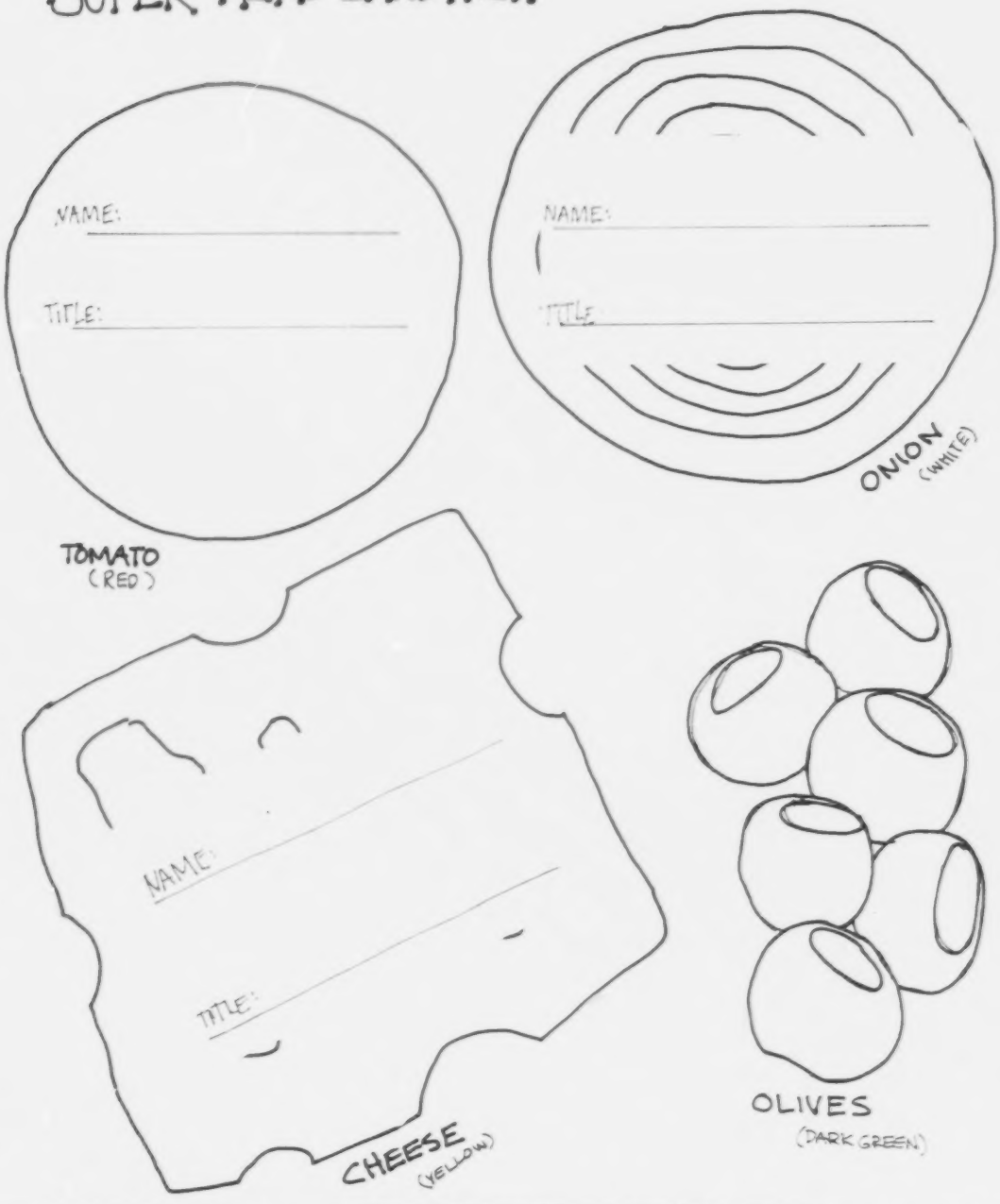
Reading is great fun for some children, but a difficult task for others. Just reading one book might look like you've climbed a mountain if reading is hard for you. Celebrate the accomplishment of reading with a bulletin board that shows a mountain of book jackets with Super Reader standing triumphantly on top with a flag reading "Super Readers Scale Great Heights." Or draw a mountain on a large sheet of paper and show one book jacket on the top of the mountain with Super Reader on top. Photocopy and enlarge the Super Reader logo from this manual.

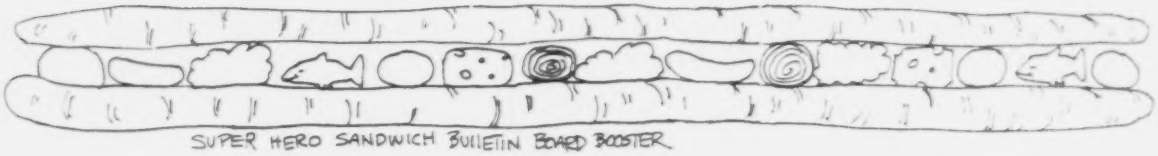
Super Reader Game Board for Your Bulletin Board

Enlarge the game board shown in this manual with an opaque projector or use a grid to draw the design to the size you want. The game board makes an attractive bulletin board display and also is used for reading incentives (described in the reading incentive section of this manual).



SUPER HERO SANDWICH





SUPER HERO SANDWICH BULLETIN BOARD BOOSTER

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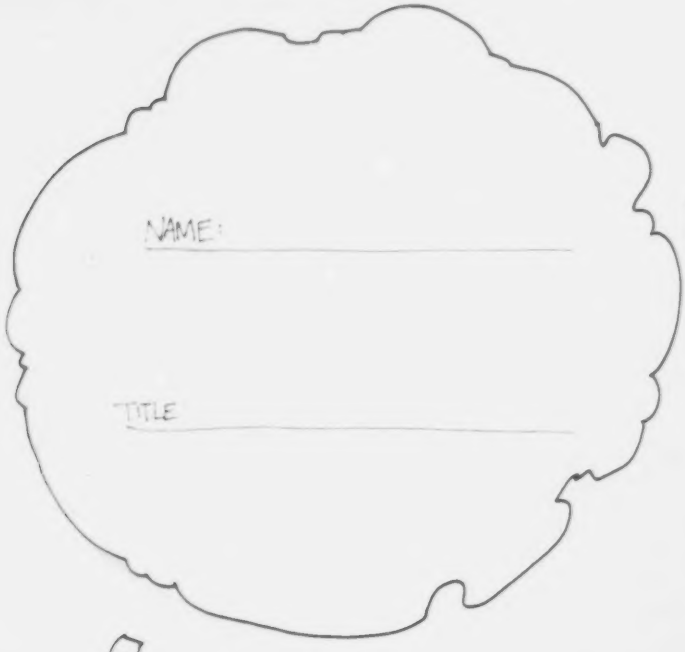
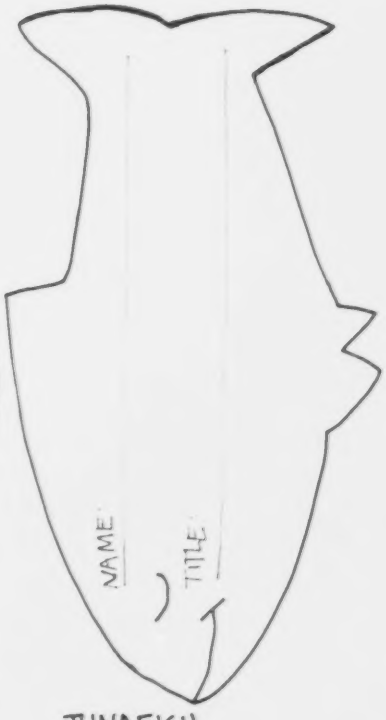
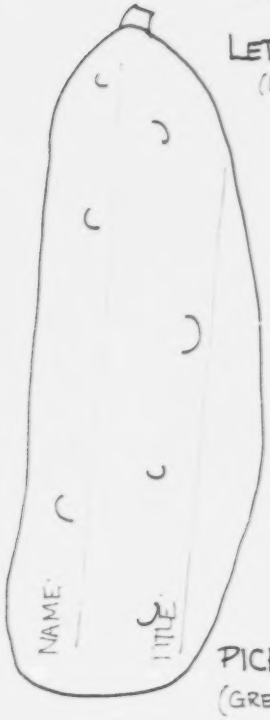
SUPER HERO SANDWICH



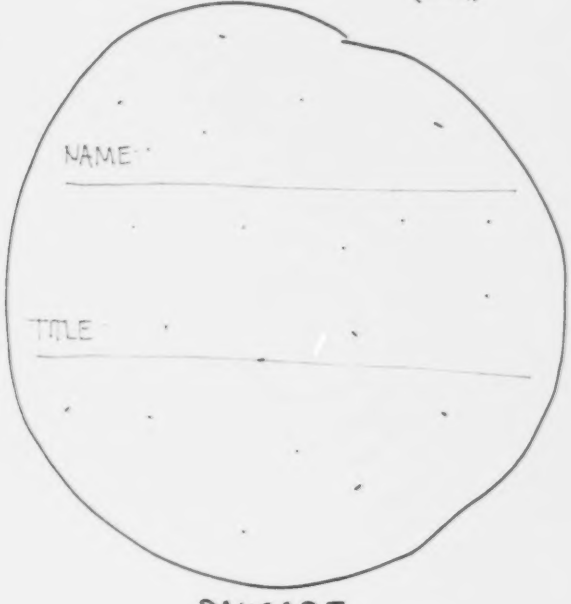
LETTUCE
(LIGHT GREEN)



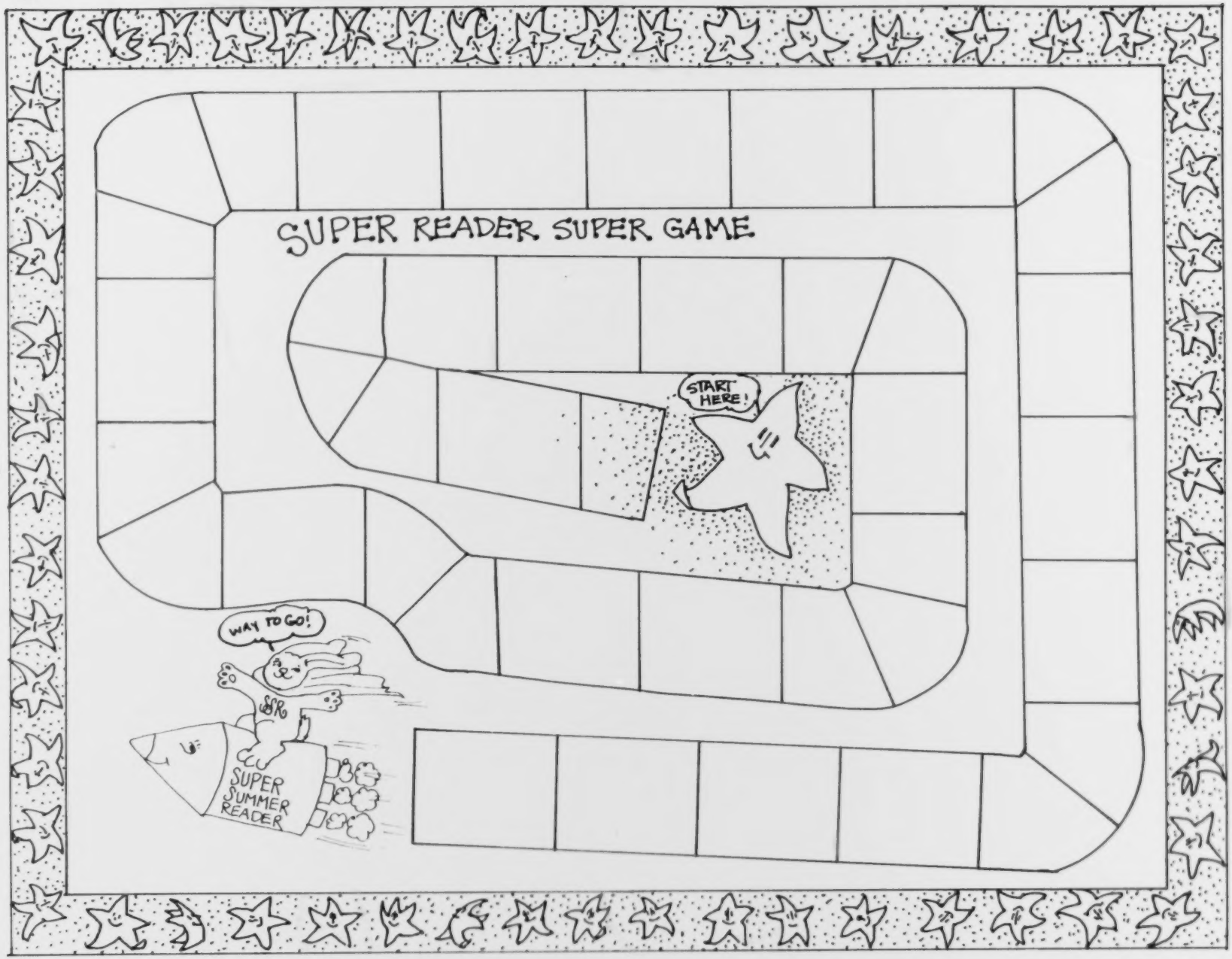
TUNAFISH
(GRAY)



PICKLE
(GREEN)



SAUSAGE
(BROWN)



SUPER READER GAME BOARD

Super People in Your Family

Program Level: Preschool through Primary

Books:

Delton, Judy. I'm Telling You Now. Dutton, 1983.
Douglass, Barbara. Good As New. Lothrop, 1982.
Levinson, Rikki. I Go With My Family to Grandma's. Dutton, 1986.
Mayer, Mercer. Just Me and My Dad. Golden, 1977.
Note: Many family books in the bibliography of this many are also suitable for storytime.

Activities:

Teach children the action rhyme "We Are a Family". Use at beginning and end of program.

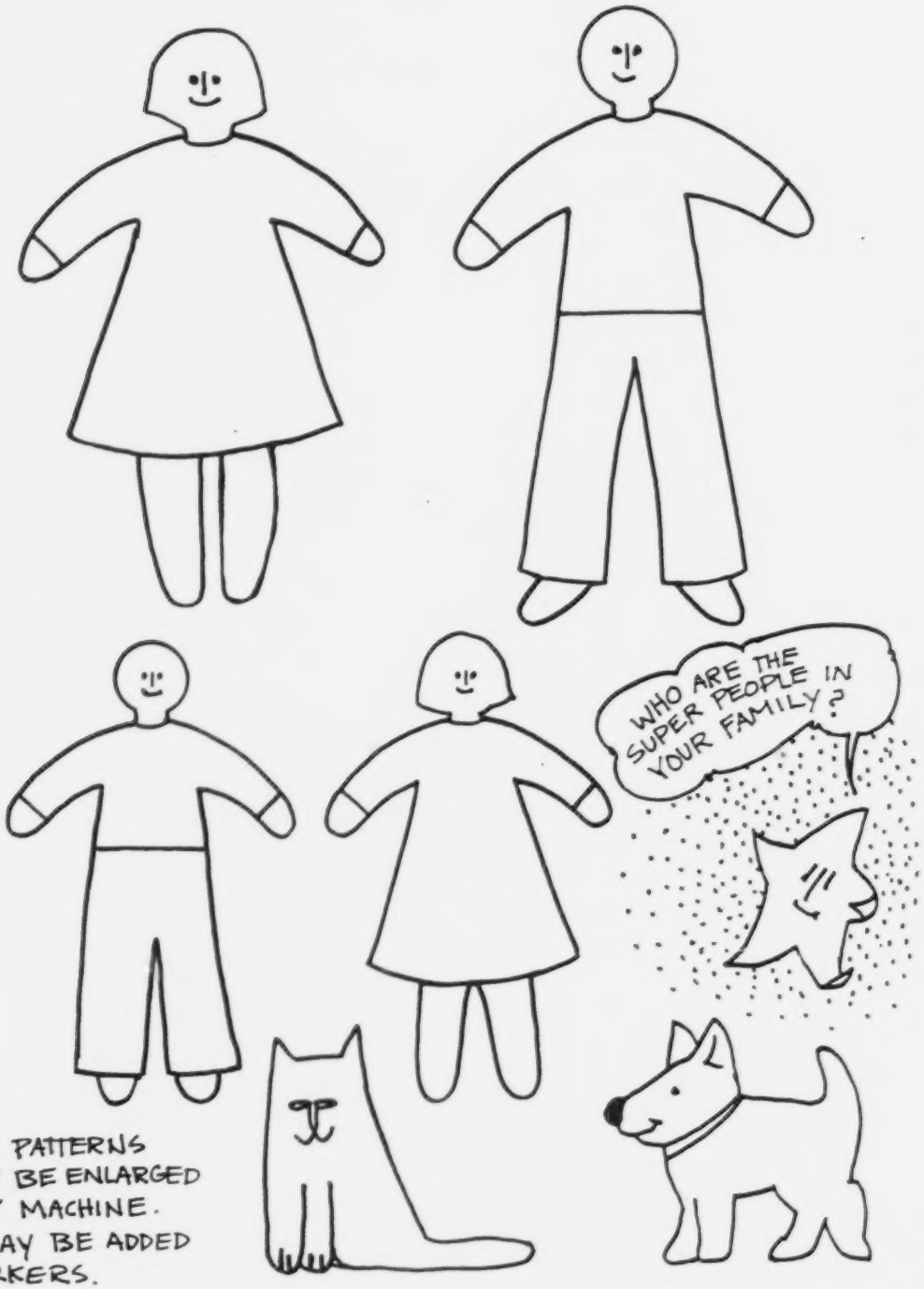
Cut out felt shapes to represent family members using the patterns in this manual. Have a number of these on hand so children will be able to select enough shapes to represent the members of their families. The leader begins by selecting shapes and placing them on a flannelboard, then introducing each member of his or her family by name to the entire group. Children take turns in introducing their families in this way.

Make "family chains," out of paper with a link for each member of the family. Children may choose a different color for each person and write the person's name on each strip before attaching it to the chain. Each child makes his/her own chain or the group makes one enormous chain to stretch around the library.

Action Rhyme: We Are a Family

Moms and Dads	Count out members of family
Grandmas, Gramps	on fingers.
Brothers, Sisters	
Uncles, Aunts	
Cousins, nephews	
Nieces too	
Some are old	Bend over
Some are brand new	Rock arms like rocking baby.
We share hugs	Hug self
And birthday cake	Blow out candle
When we're together	
We celebrate!	Raise arms high above head

SUPER PEOPLE IN YOUR FAMILY



THESE PATTERNS MAY EASILY BE ENLARGED ON A COPY MACHINE. DETAILS MAY BE ADDED WITH MARKERS.

Super People in Your Community

Program Level: Preschool through Primary

Books:

Bond, Felicia. Poinsettia and the Firefighters. Crowell, 1984.

McCloskey, Robert. Make Way for Ducklings. Viking, 1941.

Nichols, Paul. Big Paul's School Bus. Prentice-Hall, 1981.

Zion, Gene. Dear Garbage Man. Harper & Row, 1957.

Note: Many titles from the bibliography at the end of this manual can be substituted.

Activities: Make the super people hats shown in the crafts section.

Invite a community helper to storytime to tell about their job. Go on a field trip to the fire station or the post office.

Teach children the song "Super People in Your Town" and add your own verses.

Lead children in the "Super Helper Chant" and the "Firefighter Heroes" fingerplay.

Super People In Your Town Song

Tune: Farmer in the Dell

The People in your town
The People in your town
Super kinds of people help all around your town.

Police lend a hand
Police lend a hand
Super kinds of people help all around your town.

Fire fighters help
Fire fighters help
Super kinds of people help all around your town.

Bus drivers work
Bus drivers work
Super kinds of people help all around your town.

Teachers help you learn
Teachers help you learn
Super kinds of people help all around your town.

(Add on the other kinds of community helpers in your community. Then end with the beginning stanza again.)

Super Helper Chant

Use this little get acquainted chant as you go around the room to ask children what kind of community helper they might like to be when they grow up. Here are a few suggestions in case children need some reminders: ambulance drivers, city council people, day care center workers, police officers, doctors, nurses, sanitation workers, fire fighters, librarians, teachers, grocers, construction workers, custodians.

Super people
1-2-3
What would you
Like to be?

Firefighter Heroes
Fingerplay

This is the firechief-- His name is Mack.	Hold up right thumb
Here are his helpers-- Jill and Joe and Jack.	Hold up left pointer, middle, ring fingers
They stay cool When fires get hot.	Hands on hips Hands raised as if touching something hot.
They can escape From the tightest spot.	Bring hands close to body
They climb ladders. They scale walls. Firefighter heroes Come to our call!	Mime climbing Motion with hand "come on"

Hero Sandwiches and Other Super Stuff

Program Level: Preschool through Primary

Books:

Gelman, Rita. The Biggest Sandwich Ever. Scholastic, 1980.

Lord, John Vernon. The Giant Jam Sandwich. Jonathan Cape, 1972.

Wescott, Nadine. Peanut Butter and Jelly. Dutton, 1987.

Note: Other books on food would be suitable for this program. Select titles and other ideas from Mudluscious: Stories and Activities Featuring Food for Preschool Children by Jan Irving and Robin Currie. (Libraries Unlimited, 1986)

Activities:

The superhero display described in the Room Decoration section will coordinate with this theme. The hero sandwiches you make with the younger children might be mini versions to take home. Refer to the next idea.

Invite each child to make a superhero sandwich collage to take home. Draw the hero bun on a sheet of light tan construction paper then provide construction paper scraps for the different ingredients--yellow for cheese, green for lettuce, red circles for tomatoes, etc. You could also add a suitable slogan such as "Taste some of the good stuff from your library!"

Sing the "Let's All Make a Sandwich" Song and do the Hero Sandwich Chant.

Serve hero sandwiches or everyone's favorite--peanut butter and jelly!

Hero Sandwich Chant

Make a super hero sandwich with all the kids in the room. Two kids are chosen as the slices of bread. They begin chanting the first rhyme. Then a new ingredient is named as the next rhyme is repeated again and again. As each kid adds his or her ingredient, the sandwich gets bigger and bigger until the sandwich becomes super sized! (The words in parenthesis suggest "regular" ingredients, but you could make a really silly sandwich if you added other things such as caterpillars, frog legs, or monkey tails. Have even more fun by acting out these silly things.)

Super heroes
Good for lunch
Start with bread
Take a munch.

Super heroes
Good for lunch
Add a ..... (pickle, cheese slice, tuna fish, sausage)
Take a munch.

Let's All Make a Sandwich
Add On Song
Tune: "Go In and Out the Window"

The following song is similar to the chant, but in this case, pass out pictures of the food (or cards inscribed with words for different foods) for children to hold up as the food is mentioned in the song. When the child holding the named food comes to the front of the room, the child's name is also given.

Let's all make a sandwich
Let's all make a sandwich
Let's all make a sandwich
So we'll have food to eat.

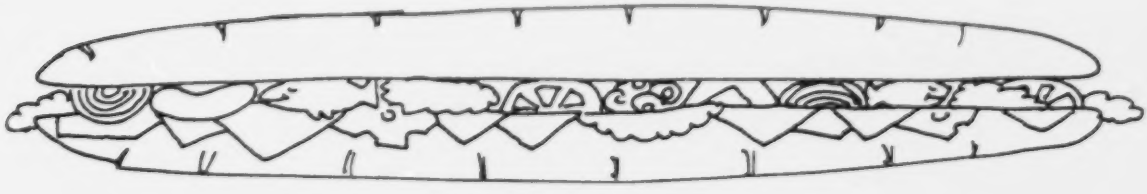
Who will bring the bread?
Who will bring the bread?
Who will bring the bread?
So we'll have food to eat.

(Spoken: Amy. Amy holds up her picture of bread and stands in front. Song continues as follows:)

Who will bring the cheese?
Who will bring the cheese?
Who will bring the cheese?
So we'll have food to eat.

(Continue adding foods until everyone is in front. Then end with the following verse:)

Who will try our sandwich?
Who will try our sandwich?
Who will try our sandwich?
Our sandwich can't be beat!



Tall Tale Super People

Program Level: Primary through Middle Grades (Ages 6-12)

Books:

Aliki. The Story of Johnny Appleseed. Prentice-Hall, 1963.

Cohen, Carol Lee. Sally Ann Thunder Ann Whirlwind Crockett. Greenwillow, 1985.

Keats, Ezra Jack. John Henry, An American Legend. Pantheon, 1965.

Kellogg, Steven. Paul Bunyan. Morrow, 1984.

Note: Many books in the bibliography at the end of this manual are also suitable.

Activities:

Make a long mural around the library of tall tale heroes and heroines. Each child adds his or her favorite super person to the mural. This could be a single program mural or an ongoing collage with children adding characters as the summer progresses.

Make pancakes in honor of Paul Bunyan or serve apple treats in honor of Johnny Appleseed.

Sing folk songs about favorite American tall tale heroes. Make up your own folk song variations using the folk song pattern below.

The "Big Paul" poster display on page 66 of the Silly Dilly Summer manual could also be made for this program.

Action Rhyme:

Super Heroes of Our Country
Action Rhyme or Poem

Act out the following verse or simply read it aloud to the children in your library. Most children will be familiar with John Henry, Paul Bunyan and Johnny Appleseed. For those who do not know Sally Crockett, tell children that she was the wife of Davy Crockett. She was a fearless pioneer who grew tired of Mike Fink bragging about this exploits and used her wits to make him quake in his boots. Read the book by Cohen to learn more about her.

Beat the steam drill
With his muscle
John Henry sure knew
How to hustle!

Cleared the forests
Made his claim
Big Paul Bunyan--
Was his name.

Sally Crockett
Used her wits
Made Mike Fink
Call bragging quits

Planted trees
Across the land
Johnny Appleseed's
Our man!

Super heroes
Tell the story
Of our country's
Fame and glory!

Folk Song Pattern

Song Game to tune of "Did You Ever See a Lassie"

Play this as a game with the leader beginning with the first verse. Somebody answers the question in the song by telling one fact about the folk hero or heroine. Then this person or somebody else uses the same pattern to ask about another folk hero. Here are a few examples to give you the idea. (Note: Try to fit the name to the lines of the song pattern. The leader can help children do this.)

Did you ever hear of Pecos, of Pecos, of Pecos?
Did you ever hear of Pecos Bill is his name?

Did you ever hear of Mike Fink, of Mike Fink, of Mike Fink?
Did you ever hear of Mike Fink--Mike is his name?

Did you ever hear of Betsy, of Betsy, of Betsy?
Did you ever hear of Betsy Ross is her name?

Did you ever hear of Daniel, of Daniel, of Daniel?
Did you ever hear of Daniel Boone is his name?

Super People in History

Program Level: Primary through Upper Grades (ages 6-12)

Books: Select several books from the bibliography at the end of this manual to read. Rather than read the entire book, select favorite portions of several books.

Activities: Here is your opportunity to bring out the best biographies you have on your shelf (and to buy some new ones to book talk)! Jean Fritz, for example, has written outstanding books on easy and more advanced levels. Invite kids to come to this program in costume or to bring one item associated with a famous person in history. Children ask one another questions to guess the identities.

Play the game "What's Her Name? What's His Name" by beginning with some of the rhymes suggested in the activity in this section. Then divide into groups and ask children to write some verses of their own (using the pattern here). Try to stump one another.

Alice Provensen's The Buck Stops Here, (Harper and Row, 1990) a picture book in rhyme with plenty of information provided in the illustrations and notes, makes a terrific read aloud to younger and older children. Numerous projects could follow such as designing a presidential campaign button for the president of your choice.

Visit a local historical museum to discover the super people in your community from the past. Or bring in an old trunk and fill it with memorabilia such as old newspapers about historical figures, old clothing, family Bibles. These items don't have to have belonged to famous people. The idea is to pay tribute to people from the past. "Super" doesn't have to mean famous!

What's Her Name? What's His Name
A Rhyming Game

Start out with the following verses then make up some of your own. As you can see, the pattern given provides the rhyme so all you'll have to make up is the first line of two or three words.

Discovered X ray.
Brought her fame.
.....
Was her name (Marie Curie)

Went to China
Brought him fame
.....
Was his name. (Marco Polo, but other answers might be given.)

The telephone
Brought him fame.
.....
Was his name. (Alexander Bell)

Little Women
Brought her fame
.....
Was her name (Louisa May Alcott)

Super Reader Adventures

Program Level: Primary through Upper Grades (Ages 6-12)

Books: Choose adventure books (realistic or fantastic) from the bibliography of this manual. You could read a single chapter or parts of several books to stimulate kids to finish the book on their own. In other words, do booktalks as if they were a series of "cliff hangers"--especially appropriate given the adventure theme of the program.

Activities: Make up your own versions of the Choose Your Own Adventure type of books or read some of your favorites and do the choosing by group vote.

Design "cliff hanger" posters--each kid draws a picture of a superreader caught in a treacherous situation. The pictures can generate discussion about plot climaxes and resolutions.

Read or tell the story "Super Super Reader and the Rackety Racket" that appears in this section.

Make Super Capes shown in the crafts section.

Super Super Reader and the Rackety Racket

Tell or read this story with children participating by making the appropriate sounds indicated in parentheses. You could also act the story out as a puppet skit. To do this, make a Super Super Reader Puppet and puppets for Rackety Racket enemies--Hubbub, Hullabaloo, and Pip Squeak. Add props of telephones and televisions made from cardboard boxes too if you wish a more elaborate rendition.

All was quiet in Biblioville. All the kids were settled in their bunk beds reading their favorite library books. (Ahh!) All the moms and pops were caught up in their best sellers. (Ahh!) Even the cats were looking over the evening newspapers before they curled up for the night.

Super Super Reader, the cool kid who always kept things under control, was on his night watch. His job? To keep peace and quiet in town so everyone could get a good night's reading before they went to sleep.

All of a sudden all the telephones in town started to ring off their hooks. (Rrrrriiiinnnnggggg! Rrrrriiiinnnnggggg! Rrrrriiiinnnnggggg!)

All the kids and all the moms and all the pops jumped up to answer the phones, but the phones still kept ringing. (Rrrrriiiinnnngggg! Rrrrriiiinnnngggg! Rrrrriiiinnnngggg!)

What was going on? Had some enemy taken over the telephone company? (Rrrrriiiinnnngggg! Rrrrriiiinnnngggg! Rrrrriiiinnnngggg!)

What could they do? Nobody could finish their good night's reading with all that racket!

Quickly, and quietly, Super Super Reader slipped on his El Speedo Super Sneakers and his Famous Crime Catching Cape. He sprinted into action. He leapt over the third tallest building in town--the telephone company--in one single bound. And he caught all the telephone waves in his Famous Crime Catching Cape. (Ahhhhhhh.) Peace and quiet again.

All the phones in Biblioville were silent. All the kids settled back in their bunk beds with their library books. (Ahh!) All the moms and pops went back to their easy chairs with their best sellers. (Ahh!) But the cats could not settle back to their newspapers. Everything seemed quiet. But the cats knew something was wrong. (Uh-oh!)

All of a sudden all the television sets in town turned themselves on. And all of the stations started blaring at the same time. (Have kids say the following lines over and over at the same time. "Blabbity Blabbity Blabbity Blabbity!" "Yackety Yackety Yackety Yackety!" "Quackety Quackety Quackety Quackety!")

All the kids and all the moms and all the pops jumped up to turn off their television sets, but the television stations kept on blaring ("Blabbity Blabbity Blabbity Blabbity!" "Yackety Yackety Yackety Yackety!" "Quackety Quackety Quackety Quackety!")

Quickly, and quietly, Super Super Reader slipped on his El Speedo Super Sneakers and his Famous Crime Catching Cape. He sprinted into action. He leapt over the second tallest building in town--the television station--in one single bound. And he caught all the television waves in his Famous Crime Catching Cape. (Ahhhhhhh.) Peace and quiet again.

All of the television sets were silent. But none of the kids or moms or pops or cats could settle down to finish their long night's reading. They knew something was wrong. (Uh-oh!)

All of a sudden the fire sirens and the police sirens and the ambulances and the telephones and the televisions all went off at the same time. (Have some children make high pitched hums for the sirens, others say rrriiinnnggg and others say Blabbity Blabbity, while others say yackety yackety and others say quackety quackety.)

What could they do? Super Super Reader couldn't control all that noise--not by himself. Still, quickly and quietly Super Super Reader slipped on his El Speedo Super Sneakers and His Famous Crime Catching Cape. He sprinted into action. He leapt over the public library. He sneaked into the book stacks. And he cornered the enemy. It was-- none other than the Rackety Racket--Hubbub, Hullabaloo, and Pip Squeak--enemies of peace and quiet. They were raising the roof of the public library! Of all places to attack.

Super Super Reader spread out his Famous Crime Catching Cape but Hubub, Hullabaloo and Pip Squeak were too powerful. They made every terrible noise that they could make.

(Have some children make high pitched hums for the sirens, others say rrrriinnnggg and others say Blabbity/Yackety Quackety.)

Super Super Reader concentrated as hard as he could. He needed help and he needed it fast. Then Super Reader remembered that Biblioville had thousands of superreaders who could help him. Do you know any super readers who would be willing to help out? You do? Do you think that you could close your eyes and concentrate?

If you are a super reader, I want you to close your eyes and concentrate on the words "Super Reader." That's right. That's all you have to do. Think--Super Reader. Good.

Here we go again. Super Reader.

Shhhhh! I think it's working. (Motion for all the hums, rings, and blabbity/yackety/quackety sounds to quiet down to a very soft level.)

One more time. I think we're going to help Super Super Reader silence all that racket with just one more concentration. Here we go-Super Reader.

Shhhh! (Motion for all the sounds to cease.)

(In a whisper.) Thank you. That was wonderful.

So Super Super Reader caught all his enemies (with your help) in his Famous Crime Catching Cape.

He took one giant leap in his El Speedo Sneakers. He bounded into outer space. And he hurled the Rackety Racket--Hubbub, Hullabaloo, and Pip Squeak--so far they were not hear of again.

And so the town of Biblioville settled down again. The kids in their bunk beds with their library books. (Ahhh.) The moms and pops with their best sellers. (Ahhhh) And the cats curled up, fast asleep with the evening news. Good night and sweet dreams. (Ahhh!)

Super Stars for Super Kids
A Special Event for Older Children

Many librarians ask for program ideas or events for upper elementary and middle school age children so here's an approach that has been used in Spencer by Vicky Myron and in another form by Tami Chumbley when she was a librarian for the Scott County Library System. (Tami is now a children's librarian at Cedar Falls Public Library.)

Use the following format (adapted from Vicky Myron's contest) to announce the Super Stars Contest in the spring preceding the summer program. This will build interest in the library before the summer begins. Adjust the ages and dates to your own community.

Super Stars for Super Kids Contest

Who: Teens, ages 13-18 (or what age group you wish to include), are eligible to enter the contest at _____ Library.

What: Write to a celebrity of your choice and ask for an autograph or a memento. (Ideas: publicity pictures, baseballs, campaign buttons)

When: Write your letter by April 30, 1991 so you can receive an answer and memento by May 30 to bring to the library before the summer program begins. (Adjust these dates to fit your schedule.)

How: Follow the page of contest rules and submit a copy of your letter, the response you receive from the celebrity, and any memento that you receive. Bring these to the library by _____. The contest will be judged by other teens. If you would like to be a judge, sign the list that is posted in the library. The library has books of celebrity addresses to help you get started. Entries will be displayed in the library and prizes will be given.

Prizes: Neatest Memento--$25.00
Weirdest Memento--$15.00
Best Letter to a Celebrity--$15.00

Contest Details to help you execute the Super Stars Contest:

** Budget enough money to pay for the prizes and for postage. The library offers to pay for postage and supplies library stationery to encourage children to participate.

** Invite teen judges to come to the library to judge the entries. Turn this into a program event. Award the prizes at a public

gathering. Take lots of pictures and use the promotion to create interest in the library.

** Display entries and items in the library during the summer.

** Tami Chumbley recommends the following source books for celebrity addresses: The Address Book: How to Reach Anyone Who's Anyone and The New Address Book. Both sources are by Michael Levin and published by Perigee Books, an imprint of Putnam's.

Contest Rules

1. Use library stationery.
2. Sign up for the celebrity to whom you are writing. (The library is using a sign up sheet so the same celebrity will not receive too many letters.)
3. Write to your celebrity by _____, and make a copy for the library.
4. When you receive a reply from the celebrity, bring it to the library along with any memento that they send.
5. All entries will be judged and displayed in the library during the summer, but you can pick up your items when the contest is over.
6. The prizes will be awarded by judges (some judges are kids from the middle school, some from the high school, and others from the library.)

Sample Letter

Dear _____,

Could you help me?

Our library _____ is having a contest to promote use of the library. We are writing to our favorite celebrity to let them know we appreciate them. If possible, the celebrity may send us a moment, an autograph, or photo.

If the item is received by _____, we can enter it in the library's contest and possible win a prize. The library is giving prizes for the neatest memento and the weirdest memento.

I know you are a very busy person, but if you or an assistant could find time to send something, out library would be happy. Please send the item to the name and address below.

Thank you for your time and effort.

Sincerely,

Your Name
Street Address
City, State, Zip

Super Events and Projects:
More Directions to Explore

So many programs, so many projects, so many events and just one summer to celebrate "Super Summer Reader!" Here are more directions you own. Take the general ideas for events and projects and flesh out the details as you like. Librarians are resourceful people by nature so you will be able to adapt the ideas for your size of library and needs of your community. Then, send us a brief description of your ideas when you send in the program evaluation sheet at the end of this manual!

SUPER ADVENTURES IN ...
Each week explore a different topic, theme, or type of book in your collection. Use this theme in your publicity, feature displays, and make it the focus of a special event of the week. For example, the first week of the summer might be called "Super Adventures in Science." Display science books, feature a film on astronomy, and set up telescopes on the library lawn for an evening of star gazing. Week two could be called "Super Adventures in Cooking." Display cookbooks, invite a local home economist or guest chef to demonstrate simple snacks that kids can cook for themselves after school or for the family (especially appropriate during these times with so many latch key children), and have a recipe swap with every child bringing a favorite recipe to share with others.

TAILGATE ADVENTURES
Take special events to kids in your community. Post dates and times when you will tell stories than load up a van or station wagon with books, puppets, and a library activity page (duplicated from the activity pages of this manual). Meet kids at a shopping mall, a park, or the swimming pool. If your time is limited, tell just one short story, then pass out bookmarks or activity pages with a friendly "I'll be looking for you at the library for more super summer reader adventures!"

SUPER PEOPLE WHO HAVE OVERCOME OBSTACLES
Incorporated this subtheme in your summer program. Have storytimes signed or feature a special event in which children learn a few basics about signing. Invite a person who is visually impaired to tell a story during the regular storytime. Call the Administrative Offices of the Iowa Department for the Blind at 515-281-7989 for speakers. This department is willing to come to libraries and show Braille materials, talking books, and speak with children about disabilities. The Deaf Services Division of the Iowa Department of Human Rights can be called at 515-281-3164 for similar services regarding hearing impaired.

Ask people in your community, your school system, or in a nearby AEA to bring the Kids on the Block puppets to your library for a show. This is a wonderful opportunity to feature superpeople who have overcome obstacles as a special event. The topic of

disabilities is an important one, but one that presents special concerns and can be a sensitive area. The Kids on the Block Puppets feature beautifully made life sized puppets that are operated by trained people. The scripts used are sensitively written and capture the interest of children as well.

SUPER SUMMER READER SCAVENGER HUNT

Scavenger hunts, always a favorite event, attract kids of all ages and can be done by small libraries or those libraries with limited staff. Adapt the list, the time period, the method of reporting back to the library to suit your particular situation, but think "super." A "super" list could ask kids to bring back super big items, or items from super places in your community (a photograph of a local attraction, a brochure from a place to visit, a menu from a restaurant).

SUPER CRAFTS TO MAKE AND TAKE

Select several craft projects from the crafts section and spread out your materials on the library lawn (keep your fingers crossed for a sunny, but not too hot day!) and enjoy. Be sure to provide a bag for children to take home what they have made. Grocery stores will usually donate large brown bags for this. Decorating the bag with stamps, stickers, or original designs is one project itself! Photocopy the Summer Reader Clip Art from this manual for kids to color, cut out, and decorate the bag. This is good advertising for the library program!

SUPER SUMMER SUPER SAVER

Encourage children to recycle materials by bringing a bag full of cartons and materials to the library that they can turn into a treasure. The library provides glue, plain paper, markers, scissors. Parents and older kids can be on hand to help younger ones. This is a wonderful opportunity to teach children that many hands and heads are better than individual effort in problem solving. Egg cartons and cereal boxes, paper towel tubes and laundry soap bottles become super vehicles or super heroes with just a little ingenuity. Consult the resource bibliography of this manual for a few books to give you some ideas of your own.

SUPER FIT SUMMER FUN

Work cooperatively with a recreation department or a physical education teacher for this event. Set up a fitness course outside the library or combine this idea with an obstacle course. Tie sandbags to legs to get the feeling of trekking across the desert. Race around the library with flippers as if you were enjoying an ocean side adventure. Stack up bales of hay and pretend to go mountain climbing.

Super Craft Projects

Masks for Super People Disguises

Using the pattern shown cut out disguise masks for the super heroes in your library. Many of the cartoon super characters wear plain masks like the one shown, but you could provide gummed stars to turn the masks into a star filled super reader summer! Add yarn ties or thin elastic to secure the mask to the face.

Mug Shots

Super heroes in cartoon and movies often have to fight criminals. They will be helped if they have mug shots of the suspects. Photocopy the outline for mug shots and let children draw in the features for the suspects.

Super Reader Door Knob Decoration

Super Summer Readers will love quiet reading (sustained silent reading)--especially if they can decorate their own door knob decorations. Use the pattern shown here and let kids cut out the center portion. Children can color in the designs and add details of their own.

Super Cartoon Strip

Photocopy the cartoon strip page here. Note that only the squares and balloons are shown so children are given freedom to draw the figures and create their own dialogue. You might use this as a handout or as part of a program on cartooning. If possible, invite a local artist to talk to kids about creating cartoon strips.

Super Starburst

Cut out three circles of graduated sizes using the patterns shown. Fold each circle into one half, then one fourth, and then one eighth. Unfold shape so you see the full circle with fold lines. Now cut along fold lines, about one half way down and overlap the cut ends to form eight star points. See illustration. Glue or tape in place. Place the graduated sizes of stars on top of each other and glue or tape in place. Your starburst can be hung on a doorway, a ceiling or the wall. Make a whole galaxy of super stars for super summer reading time!

Super Reader Pop Up

Cut out the Super Reader figure in the illustration, color it, and attach to a drinking straw or paste or tape to a tongue depressor. Super Reader can now be a pop up figure that will pop out of a paper cup or a paperback book. This Super Reader can also double as a bookmark.

Bus Driver or Delivery Person Hat

Follow the step by step instructions, refer to the illustration, and cut out the pattern piece for the bill. Sing "The Wheels on the Bus Go Round and Round" when you wear this hat!

1. Cut a strip of blue construction paper approximately 25 inches long by 3 inches wide. (This will allow enough for a few inches overlap.)

2. Fold down ½ inch along the 25 inches. Make ½ inch cuts along this edge. Overlap the two ends of the strip and tape in place to fit child's head.

3. Cut a circle approximately 7 inches in diameter from another piece of blue construction paper and glue to the folded and scored top edge of your hat.

4. Add a bill using the pattern piece, cut from blue or black construction paper. Insert the bill in slips cut in the hat and tape the ends of the bill to the under side of the hat to hold it in place.

Firefighter Hat

Cut a large oval from red construction paper. Now cut one-half of an oval as shown in the illustration. Push this cut-out portion forward and place hat on head. Cut shield shape out of yellow construction paper and glue in place.

Super Cape From a Trash Bag

Susan Mast from Mount Pleasant Public Library came up with this nifty idea! Using plastic trash bags with the built in cinch ties, cut a rectangle 24 inches wide by 28 inches long. (See illustration.) By pulling the ties and securing it around a child's neck, you have an instant cape. Add the Super Summer Reader Insignia shown or design your own. (Note: You can get two capes from each bag because you will be cutting the tie portion in half.)

If you don't buy plastic bags, the cape can be made from an old pillow case. Cut the case in half and run a ribbon through the casing. If you do the cape from fabric, use magic markers to make the design.

Clothes Pin Super Hero

Draw a black mask on the head of a wooden clothespin and the initials "SSR" on the chest with felt tipped markers. Make a cape for your clothes pin super hero by cutting a 3½ inch x 5 inch rectangle of fabric with pinking shears. Fold down ½ inch at the

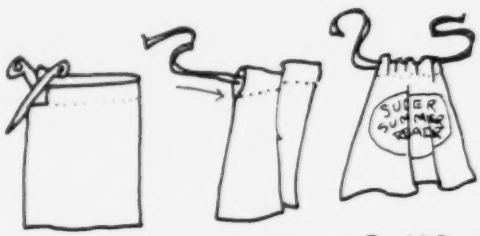
top if one long end of fabric to form casing and baste or glue in place, leaving room to run a piece of 8 inch long yarn through the casing. Tie the cape around Super Hero's neck.

SUPER HERO CAPE

1. CUT PLASTIC BAG OPEN ON ALL SIDES. CUT TIES TOO.

2. GATHER BAG ON TIE.

OR



1. CUT A PILLOW CASE OPEN ON ALL SIDES.

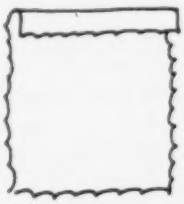
2. THREAD RIBBON THROUGH CASING.

3. ADD LOGO FROM CLIP ART PAGES AND GATHER CAPE.

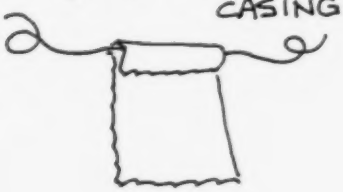
CLOTHESPIN SUPER HERO

1. DECORATE A WOODEN CLOTHESPIN WITH MASK AND SSR INSIGNIA.

2. CUT A 3½"x5" PIECE OF CLOTH.



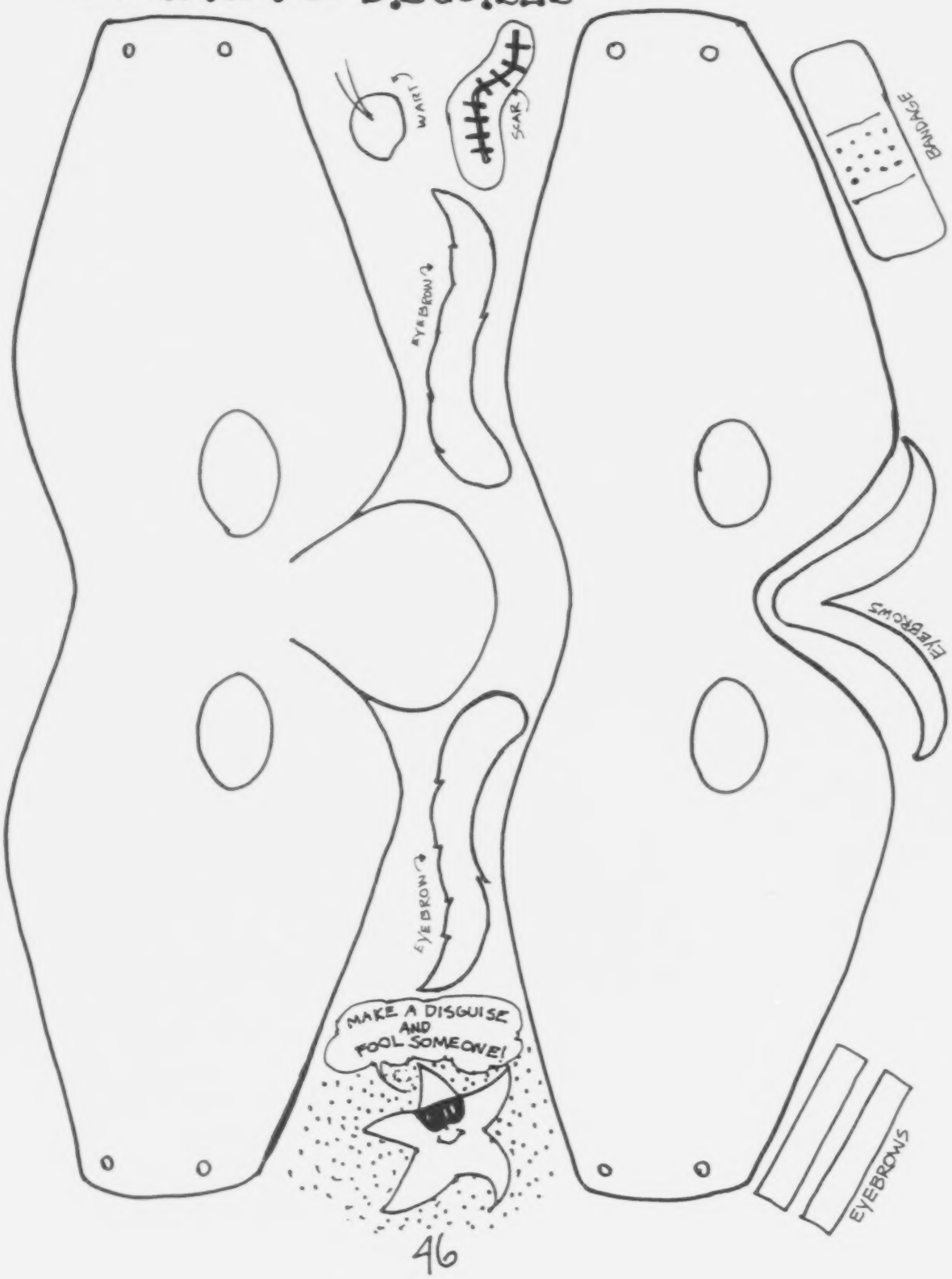
3. FOLD DOWN ½" EDGE OF FABRIC RECTANGLE AND GLUE ALONG EDGE CREATING CASING.



4. THREAD 8" PIECE OF YARN THROUGH CASING.

5. TIE CAPE AROUND CLOTHESPIN.

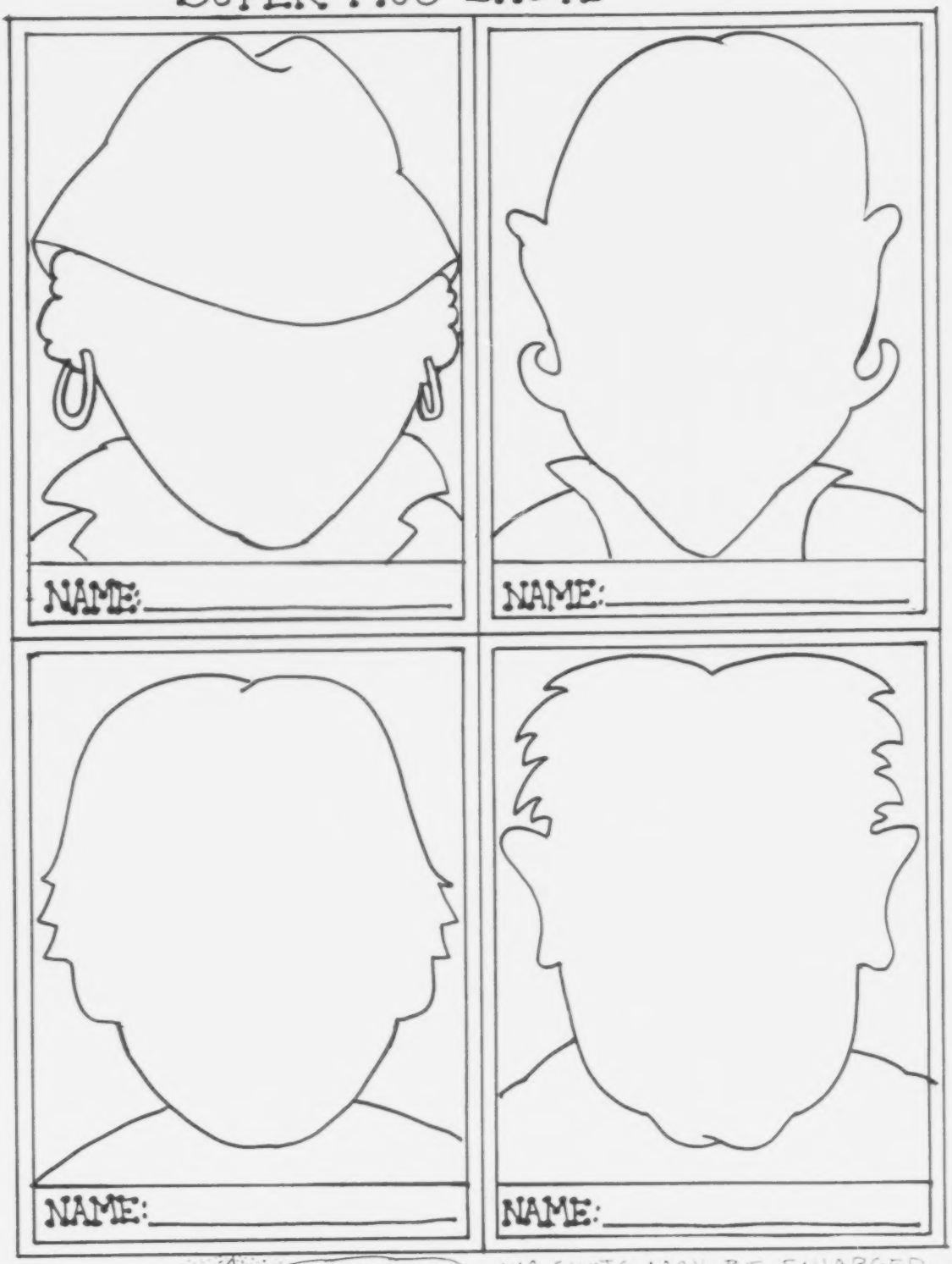
SUPER PEOPLE DISGUISES

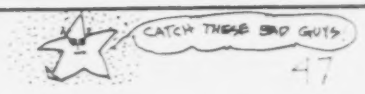


THIS PATTERN MAY BE ENLARGED AS NEEDED USING A COPY MACHINE

46

SUPER MUG SHOTS





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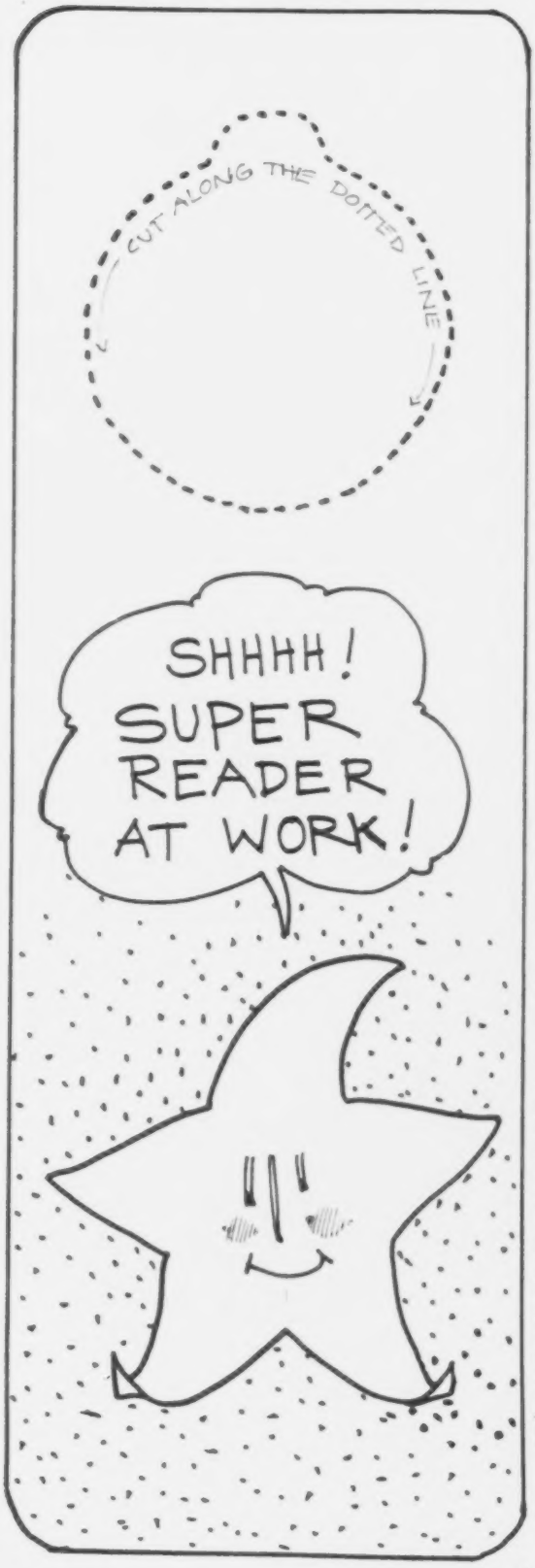
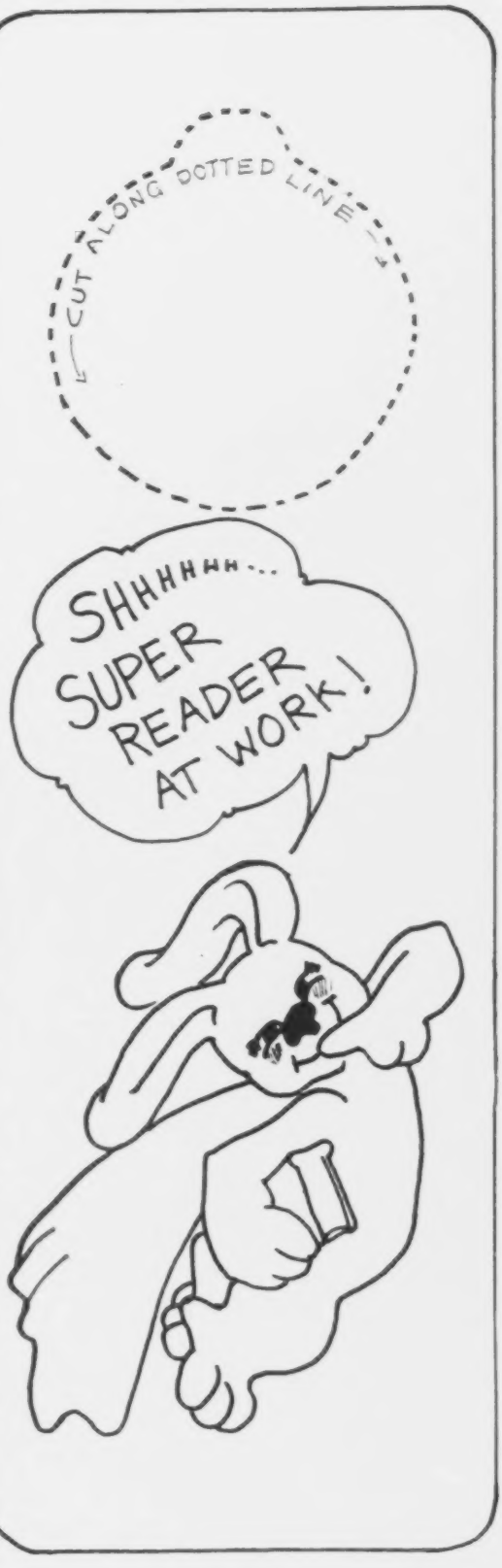
MUG SHOTS MAY BE ENLARGED ON A COPY MACHINE.

SUPER DOORKNOB DECORATIONS



THESE PATTERNS MAY BE ENLARGED AND REPRODUCED ON 11" x 14" CARD STOCK USING A COPY MACHINE



TITLE GOES HERE

SUPER CARTOON STRIP

THE STRIP MAY BE ENLARGED FOR EASIER DRAWING

THE END!

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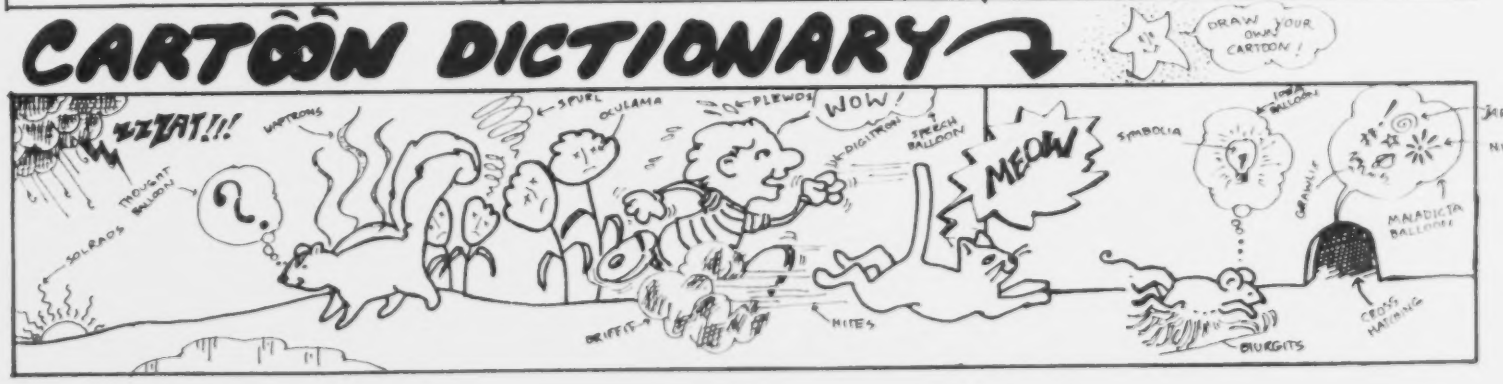
CARTOON DICTIONARY



FIREFIGHTER'S HAT

1. CUT A LARGE RED OVAL.

2. FOLD OVAL IN HALF

3. CUT ½ OF AN OVAL AS SHOWN

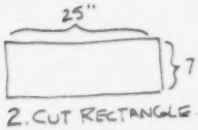
4. UNFOLD OVAL

5. FOLD SEMI OVAL UP

6. CUT OUT, COLOR AND ATTACH SHIELD TO FIREFIGHTER'S HELMET.

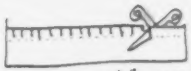
BUS DRIVER'S HAT

1. CUT A 7" CIRCLE.



2. CUT RECTANGLE

3. CUT BILL USING PATTERN.



4. FOLD DOWN ½" ON LONG EDGE AND MAKE ¼" CUTS ALONG SAME EDGE.

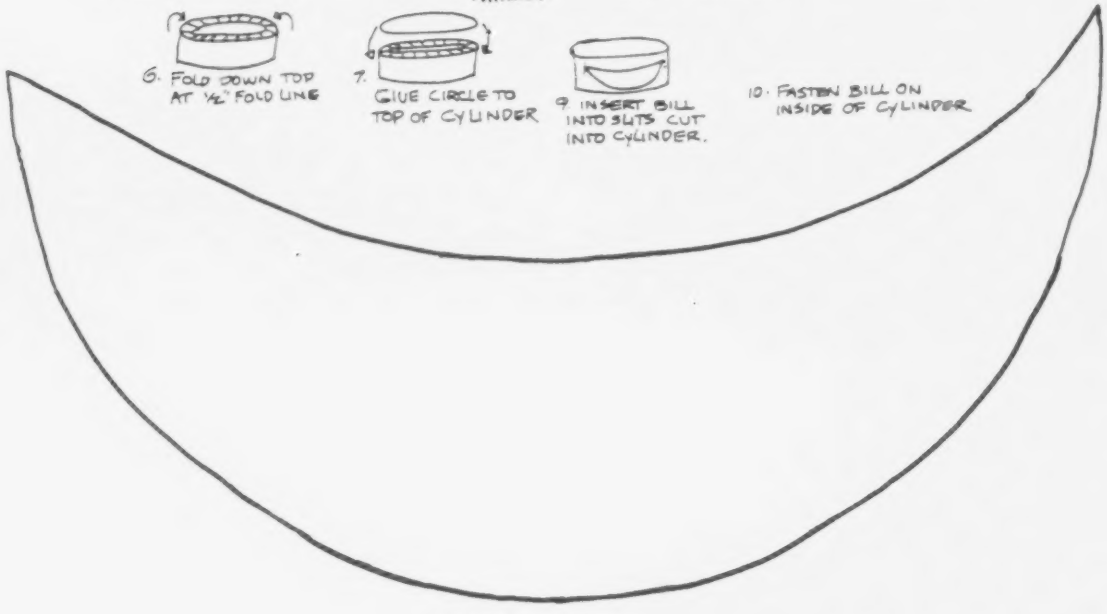
5. OVERLAP SHORT ENDS OF RECTANGLE AND FASTEN.

6. FOLD DOWN TOP AT ½" FOLD LINE

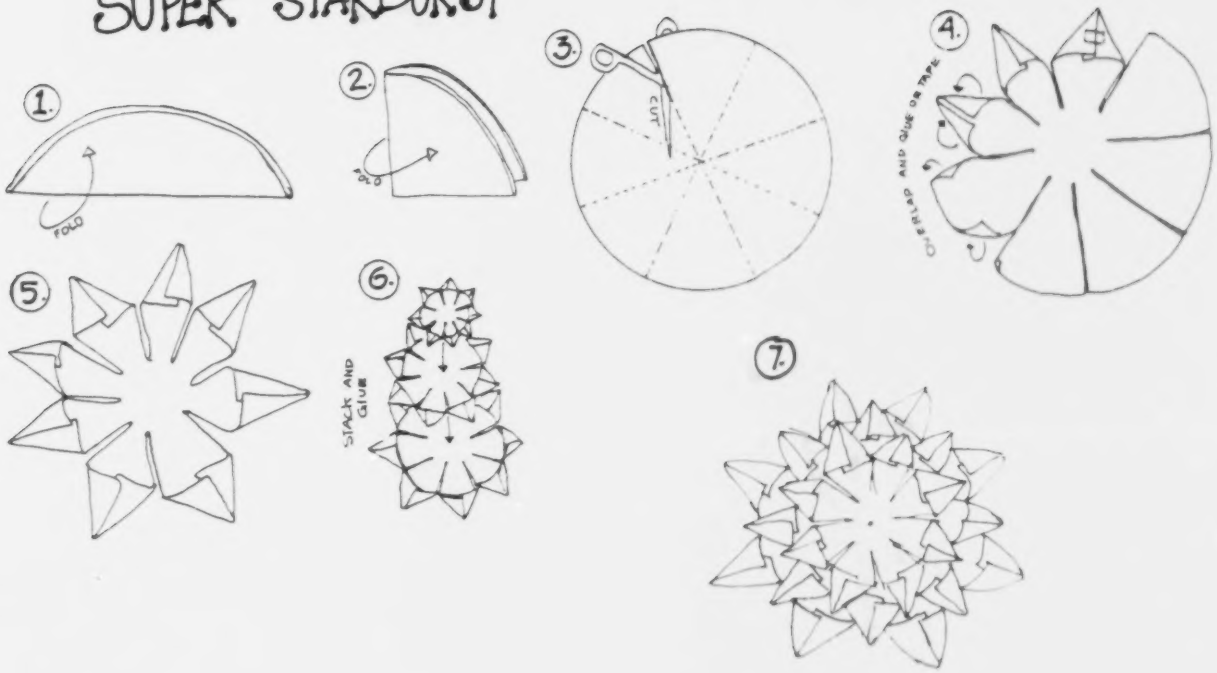
7. GLUE CIRCLE TO TOP OF CYLINDER

9. INSERT BILL INTO SLITS CUT INTO CYLINDER.

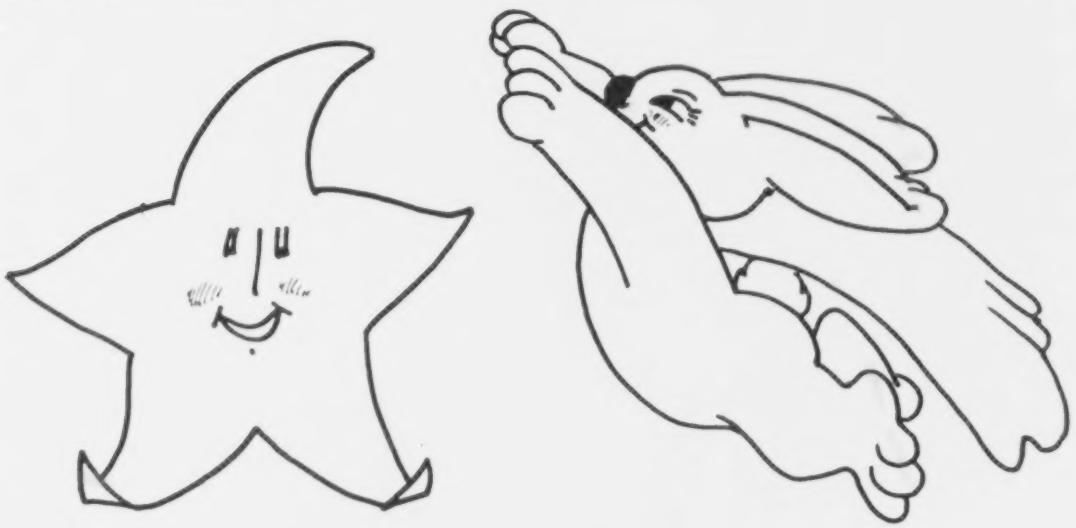
10. FASTEN BILL ON INSIDE OF CYLINDER



SUPER STARBURST



SUPER READER POP-UP



1. CUT OUT SUPER READER. SUPER READER PATTERNS MAY BE ENLARGED USING A COPY MACHINE.

2. COLOR SUPER READER.

3. ATTACH SUPER READER TO A TONGUE DEPRESSOR OR A STRAW.

4. INSERT SUPER READER POP-UP INTO A BOOK OR CUP AND PUSH UP AND DOWN!

Super Games Super Fun

Super Reader Gameboard

The Super Reader Gameboard that is shown in this manual is designed to promote reading and play a game--all at the same time! Here are several possibilities:

Game 1: Color Me a Rainbow

This game is played individually or in small groups. Color the squares on the game board these rainbow colors: red, yellow, green, blue, orange, purple. Children roll dice and move markers. (Use jelly beans or game markers.) Children then read books according to the spaces they land on after they refer to the color coded chart. Children may play the Color Me a Rainbow game throughout the summer or anytime they wish.

Color coded chart: red--a biography; yellow--a book of poetry; green--an animal book; blue--a book about the stars or weather; orange--a travel book; purple--a fiction book. (Vary this list to fit your collection and your own ideas.)

Game 2: Super Reader Read-a-loud

This game is played in a group, perhaps for a special event. Follow the colored squares as above. Divide children into teams. Teams take turns rolling a dice and moving the markers. When the teams land on the different colored spaces, books are located in the library, following the color coded system. Then, one member of the team reads a portion of the book aloud. The game is over when one team finishes the board. Play can continue as long as you wish.

Game 3: Color Me a Rainbow for Younger Children

Play this game with younger children who are just learning their colors, either individually or in small groups. Children roll dice and move game pieces. When the game piece lands on a particular color, the child chooses a book with that color on the cover. By the time game markers finish the board, the child may check out the books (or select other ones).

Super Skididdle

Here is a fun guessing game to play with a group. One child or the leader begins by thinking of a person, place or thing. This is the super skididdle, but it is kept secret. The child or leader provides clues to the group. When someone does guess the person, place or thing, the child answers "Super skididdle!" Here is an example of how the game might be played:

Child 1: My super skididdle is smaller than a car.

Guesser 1: Is super skididdle a cat?

Child 1: No. Super skididdle is smaller than a car and you can find it in a kitchen.

Guesser 2: Is it a refrigerator?

Child 1: Super skididdle is smaller than a car. It is found in a kitchen. And you can eat it.

Guesser 3: Is it a hamburger?

Child 1: Super skididdle!

Super Brain

Play a game of concentration with small groups of children. Arrange a number of common household items (or items all beginning with the letters, or items that are blue, or some other category) on a tray. Provide each child with a piece of paper and pencil. Bring out the tray of items. Let children concentrate on the tray. Then remove it and allow children to write down as many items as they can. Rather than give a prize in the end, play the game again with another tray of items. The child who wins sits out so someone else may be the new super brain. This is a good game to play in teams so children will learn to work together to remember everything.

Super Reader Says

Play this variation of Simon Says by substituting the name "Super Reader." Direct young children to perform various actions (make them easy enough to do but add words that super reader might use such as "Super Reader says take three colossal steps," "Super Reader says make a rousing cheer," or "Super Reader says do an action packed leap."

Super Silly Super Word Scramble

This game combines features of telling a story as a circle game and the popular mad libs. Vary the rules to suit the ages and abilities of your group. The following "rules" are meant to be flexible.

In preparation for this game, write words on colored index cards. Write subjects on pink cards, actions on green cards, and phrases on yellow cards. Place the appropriately colored cards in three separate bags. Seat children in a circle. The leader then begins telling a story and then pauses for the first child to read a subject, the next child to read an action, and the next child to read a phrase. The next child continues the story.

Super Code I

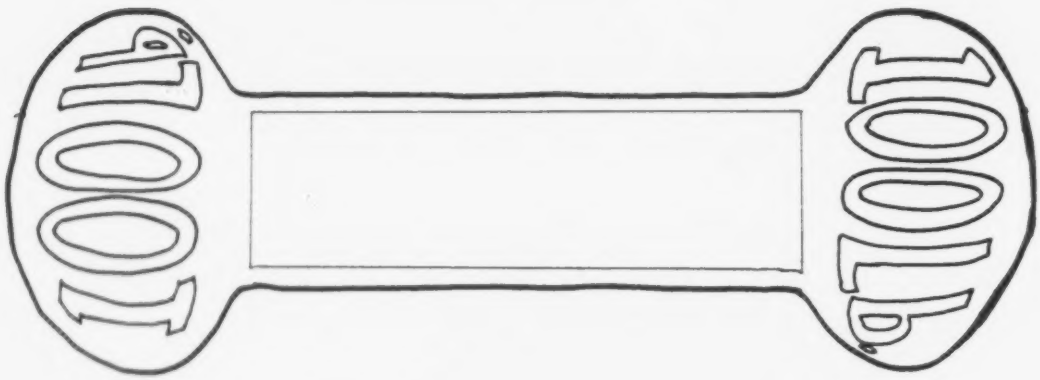
To decode this Super Reader message, change each letter in the message to the letter just before it in the alphabet. Write this message below in the barbell. Please note that the letter "A" changes to the letter "Z".

RTODQ QDZEDZR FZHM RSQDMFSG

SGOQNTFG ANNJR !

SUPER CODE I

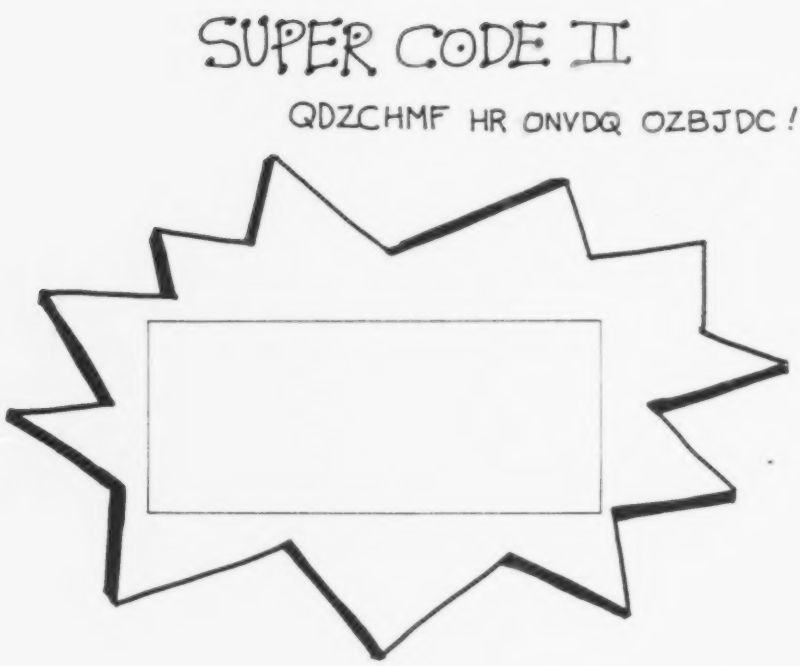
RTODQ QDZEDZR FZHM RSQDMFSG
SGQNTFQ ANNJR!



Super Code II

Decode this message in the power balloon by changing each letter to the one after it in the alphabet. Note that the letter "Z" changes to the letter "A". Write your decoded message at the bottom of the page.

QDZCHMF HR ONVDQ OZBJDC !



Super Hero Super Scramble

Unscramble the names of these superheroes from popular comics and movies.

NODERW NWMAO

KIDC YARCT

NPSUREAM

EREGN ROHTEN

AATRZNR

SOIL EANL

TABNMA

MNAPSDIER

TNCPAAI VRAMLE

Answer to Super Hero Super Scramble

WONDER WOMAN

DICK TRACY

SUPERMAN

GREEN HORNET

TARZAN

LOIS LANE

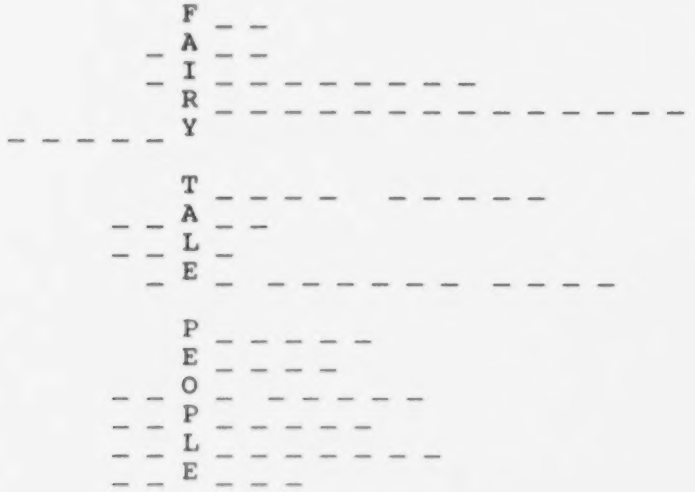
BATMAN

SPIDERMAN

CAPTAIN MARVEL

Fairy Tale Characters Completion Page

Once upon a time these fairy tale people lived in stories. But you will need to complete their names so we can remember our favorite fairy tales.



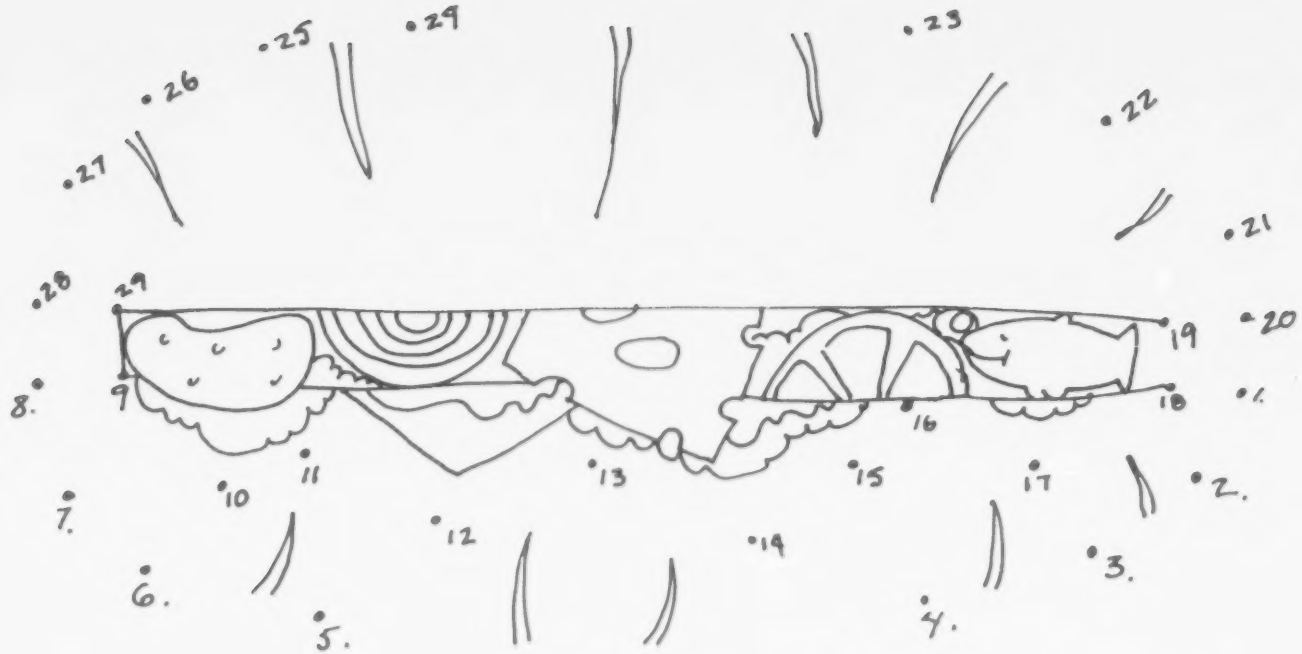
Answers to Fairy Tale Characters Completion Page

F O X
J A C K
C I N D E R E L L A
R U M P L E S T I L T S K I N
B E A U T Y

T H R E E B E A R S
G I A N T
W O L F
R E D R I D I N G H O O D

P R I N C E
E L V E S
S N O W W H I T E
R A P U N Z E L
G O L D I L O C K S
G R E T E L

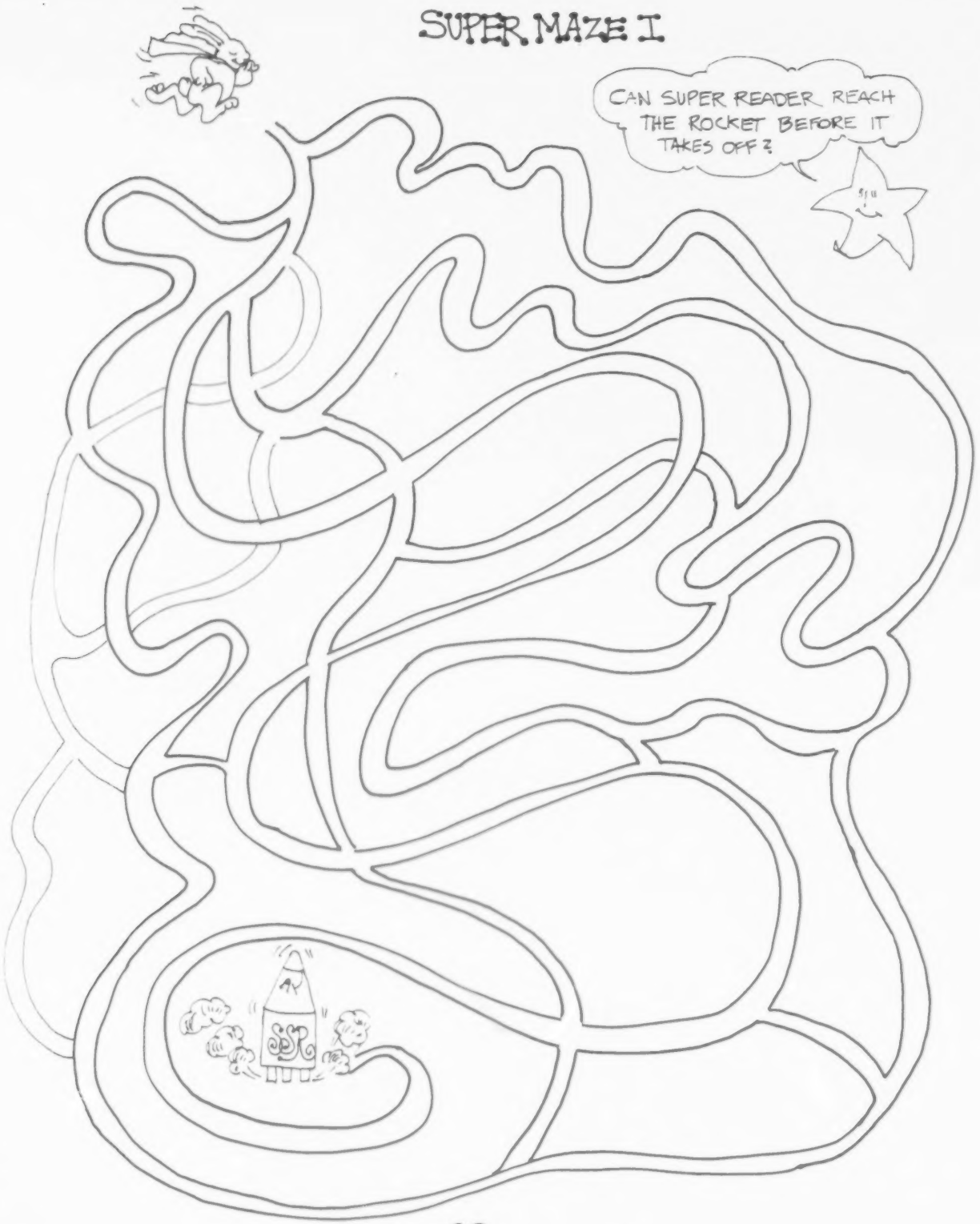
SUPER DOT TO DOT 1.



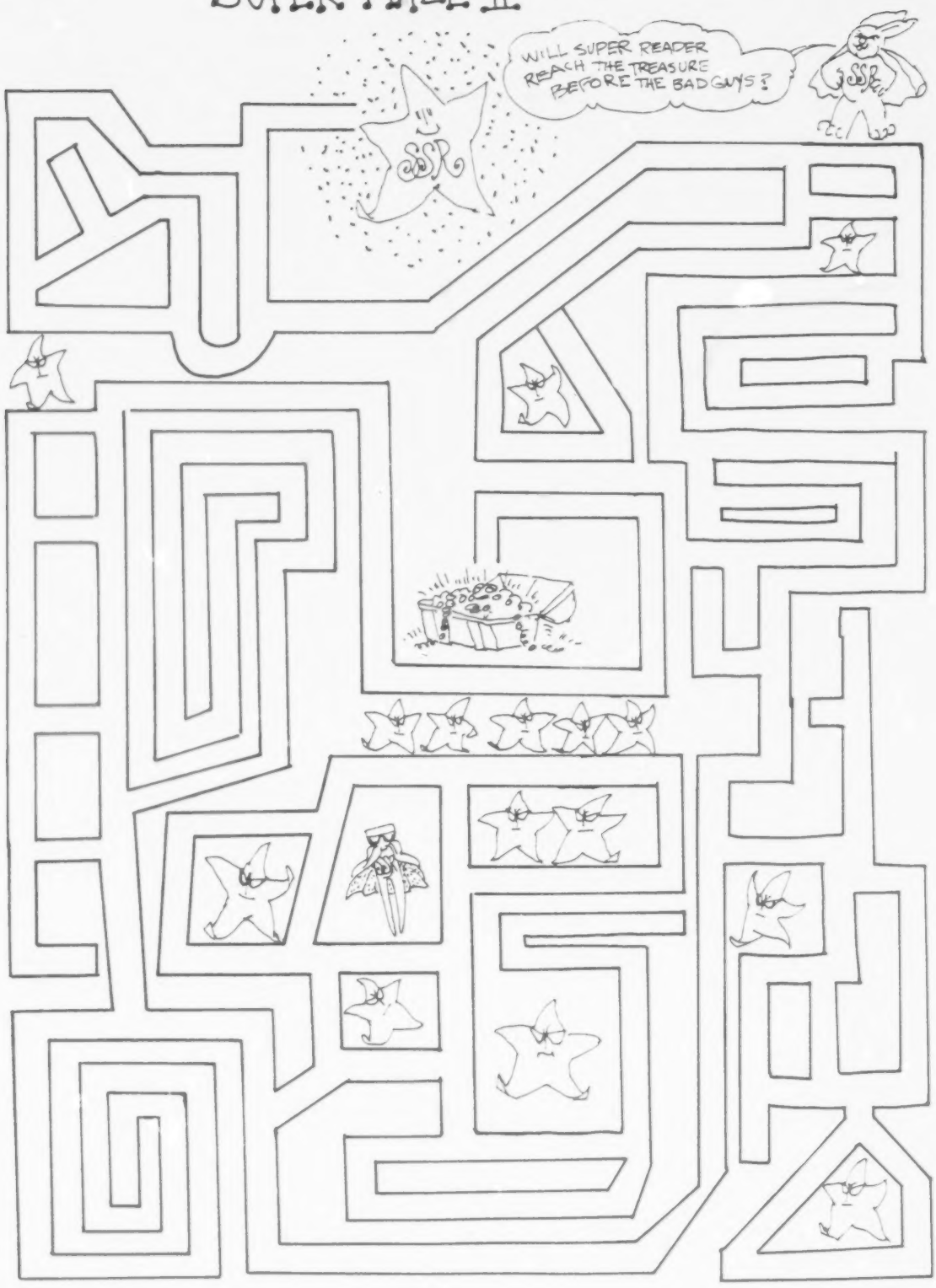
SUPER DOT TO DOT 2.

61.

SUPER MAZE I



SUPER MAZE II



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Books for Younger Children

Super People in the Family
Grandmothers

Bourgeois, Paulette. Grandma's Secret. Illustrated by Maryann Kovalski. Little Brown, 1989.

Bunting, Eve. The Wednesday Surprise. Clarion, 1989.

Carlstrom, Nancy White. The Moon Came Too. Macmillan, 1987.

Curtis, Gavin. Grandma's Baseball. Crown, 1990.

Daly, Nikke. Not So Fast Songolo. Atheneum, 1985.

Delton, Judy. My Grandma's in a Nursing Home. Whitman, 1986.

Denton, Kady MacDonald. Granny Is a Darling. McElderry, 1988.

de Paola, Tomie. Nana Upstairs and Nana Downstairs. Putnam's, 1973.

Flournoy, Valerie. The Patchwork Quilt. Dial, 1985.

Gackenbach, Dick. With Love From Gram. Clarion, 1989.

Goffstein, M. B. Fish for Supper. Dial, 1976.

Greenfield, Eloise. Grandmama's Joy. Collins, 1980.

Hedderwick, Mairi. Katie Morag and the Two Grandmothers. Little, Brown, 1986.

Henriod, Lorraine. Grandma's Wheelchair. Whitman, 1981, 1982.

Hest, Amy. The Midnight-Eaters. Four Winds, 1989.

Hines, Anna Grossnickle. Grandma Gets Grumpy. Clarion, 1988.

Karkowsky, Nancy. Grandma's Soup. Kar-Ben Copies, 1989.

Levinson, Riki. I Go with My Family to Grandma's. Illus. by Diane Goode. Dutton, 1986.

Levinson, Riki. Watch the Stars Come Out. Illus. by Diane Goode. Dutton, 1985.

Moore, Elaine. Grandma's House. Lothrop, Lee, and Shepard, 1985.

Rice, Eve. At Grammy's House. Illus. by Nancy Winslow Parker. Greenwillow, 1990.

Schwartz, Amy. Oma and Bobo. Bradbury, 1987.

Williams, Barbara. Kevin's Grandma. Dutton, 1975.

Super People in the Family
Grandfathers

Ackerman, Karen. Song and Dance Man. Illus. by Stephen Gammell. Knopf, 1988.

Aliki. The Two of Them. Greenwillow, 1979.

Blos, Joan. The Grandpa Days. Simon and Schuster, 1989.

Marron, Carol A. No Trouble for Grandpa. Raintree, 1983.

Carolstrom, Nancy White. Grandpappy. LIttle Brown, 1990.

Cole, Babette. The Trouble with Grandad. Putnam's, 1988.

de Paola, Tomie. Not One Foot, Now the Other. Putnam's, 1981.

Douglass, Barbara. Good As New. Lothrop, Lee, and Shepard, 1982.

Griffith, Helen. Grandaddy's Place. Greenwillow, 1987.

Henkes, Kevin. Grandpa and Bo. Greenwillow, 1986.

Hest, Amy. Crack of Dawn Walkers. Macmillan, 1984.

Titherington, Jeanne. Where Are You Going, Emma? Greenwillow, 1988.

Waddell, Martin. My Great Grandpa. Putnam's, 1990.

Ziefert, Harriet. Happy Birthday, Grandpa! Harper & Row, 1988.

Super People in the Family
Fathers

Asch, Frank. Just Like Daddy. Prentice-Hall, 1981.

Clifton, Lucille. Everett Anderson's Goodbye. Holt Rinehart and Winston, 1983.

Hamilton, Morse. My Name is Emily. Greenwillow, 1979.

Haseley, Dennis. My Father Doesn't Know About the Woods and Me. Atheneum, 1988.

Hines, Anna Grossnickle. Daddy Makes the Best Spaghetti. Clarion,

1986.

Lewin, Hugh. Jafta's Father. Carolrhoda, 1983.

Mazzollo, Jean. Amy Goes Fishing. Dial, 1980.

Mayer, Mercer. Just Me and My Dad. Golden, 1977.

MacLachlan, Patricia. The Sick Day. Panteon, 1979.

McPhail, David. Farm Morning. Harcourt Brace Jovanovich, 1985.

Osborn, Lois. My Dad Is Really Something. Whitman, 1983.

Watanabe, Shiego. Daddy Play With Me. Philomel, 1985.

Watanabe, Shiego. Where's My Daddy? Illus. by Yasuo Ohtomo. Philomel, 1982.

Super People in the Family
Mothers

Bauer, Caroline Feller. My Mom Travels a Lot. Warne, 1981.

Brown, Margaret Wise. The Runaway Bunny. Harper & Row, 1972, 1942.

Delton, Judy. The Best Mom in the World. Whitman, 1979.

Delton, Judy. I'm Telling You Now. Dutton, 1983.

Eastman, P.D. Are You My Mother? Beginner Books, 1988, 1960.

Johnson, Angela. Tell Me a Story, Mama. Illus. by David Soman. Orchard, 1989.

Lewin, Hugh. Jafta's Mother. Carolrhoda, 1983, 1981.

Lindgren, Barbro. The Wild Baby. Greenwillow, 1981.

McCloskey, Robert. Blueberries for Sal. Viking, 1948.

McPhail, David. Pig Pig Grows Up. Dutton, 1980.

Murphy, Jill. Five Minutes Peace. PUtnam's, 1986.

Preston, Edna Mitchell. Where Did My Mother Go? Four Winds Press, 1978.

Stanek, Muriel. My Mom Can't Read. Carolrhoda, 1983.

Tobias, Tobi. The Dawdlewalk. Carolrhoda, 1983.

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Super People in the Family
Brothers and Sisters

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Bonsall, Crosby. The Day I Had To Play With My Sister. Harper and Row, 1972.

Brown, Marc. D. W. All Wet. Joy Street, 1988.

Burningham, John. The Baby. Crowell, 1975, 1974.

Byars, Betsy. Go and Hush the Baby. Viking, 1971.

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Clifton, Lucille. Everett Anderson's Nine Month Long. Holt, Rinehart, and Winston, 1978.

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Dragonwagon, Crescent. I Hate My Sister Maggie. Macmillan, 1989.

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Lasky, Katheryn. A Baby for Max. Scribner, 1984.

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Vigna, Judith. Couldn't We Have a Turtle Instead? Whitman, 1975.

Wells, Rosemary. Stanley and Rhoda. Dial, 1978.

Super People in the Community
General

Arnold, Caroline. Who Keeps Us Safe? Watts, 1982. (Police, Firefighters, Emergency People--paramedics, etc.)

Firefighters

Averill, Esther. The Fire Cat. Harper and Row, 1960.

Barbaresi, Nina. Firemouse. Crown, 1987.

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McCloskey, Robert. Make Way for Ducklings. Viking, 1941.

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Haley, Gail E. The Post Office Cat. Scribners, 1976.

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Super People Who Have Overcome Obstacles
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Carlson, Nancy. Arnie and the New Kid. Viking, 1990 (wheelchair)

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Williams, Vera B. Three Days on a River in a Red Canoe. Greenwillow, 1981.

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Burningham, John. Come Away From the Water, Shirley. Crowell, 1977.

Heller, Linda. Lily at the Table. Macmillan, 1979.

Hoff, Syd. The Horse in Harry's Room. Harper and Row, 1970.

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Joyce, William. Dinosaur Bob and His Adventures with the Family Lazardo. Harper and Row, 1988.

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Clifford, Eth. The Remembering Box. Houghton Mifflin, 1985.

Fine, Anne. The Granny Project. Farrar Straus Giroux, 1983.

Green, Phyllis. It's Me, Christy. Scholastic, 1987, 1977.

Holl, Dristi. The Rose Beyond the Wall. Atheneum, 1985.

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Levin, Betty. The Trouble with Gramary. Greenwillow, 1988.

MacLachlan, Patricia. Cassie Binegar. Harper and Row, 1982.

Mathis, Sharon Bell. The Hundred Penny Box. Illus. by Leo and Diane Dillon. Viking, 1975.

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_____. On With the Show: Featuring Brenda Dubrowski. Illus by Loel Barr. Twenty-First Century Books, 1988. (Child of divorce)

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_____. Secrets Aren't (Always) for Keeps: A Kids on the Block Book Featuring Jennifer Hauser. Illus. by Loel Barr. Kids on the Block, 1988. (Learning disability)

_____. Trick or Treat or Trouble: Featuring Brain McDaniel. Illus. by Loel Barr. Twenty-First Century Books, 1989. (Epilepsy)

Bergman, Thomas. Finding a Common Language--Children Living with Deafness. Gareth Stevens, 1990.

_____. One Day At A Time--Children Living with Leukemia. Gareth Stevens, 1990.

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Drimmer, Frederick. Born Different; Amazing Stories of Very Special People. Atheneum, 1988.

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Holland, Isabelle. The Unfrightened Dark. Little Brown, 1990. (Visual impairment)

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Levy, Marilyn. Sounds of Silence. Fawcett, 1989. (Hearing impairment)

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Burnford, Sheila. The Incredible Journey. Little Brown, 1961.

George, Jean Craighead. Julie of the Wolves. Harper and Row, 1972.

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L'Engle, Madeleine. The Arm of the Starfish. Farrar Straus Giroux, 1965.

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Roop, Peter. Keep the Lights Burning Abbie. Carolrhoda, 1985.

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Taylor, Theodore. The Cay. Doubleday, 1969.

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Alexander, Lloyd. The Drackenberg Adventure. Dutton, 1988.

Babbitt, Natalie. Tuck Everlasting. Farrar Straus Giroux, 1975.

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Brittain, Bill. All the Money in the World. Harper and Row, 1979.

Butterworth, Oliver. The Enormous Egg. Little Brown, 1956.

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_____. Over Sea Under Stone. Harcourt Brace and World, 1966.

_____. Silver on the Tree. Atheneum, 1977.

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McCaffrey, Anne. Dragonsong. Atheneum, 1976.

Norton, Mary. The Borrowers. Harcourt Brace, 1953.

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Travers, P.L. Mary Poppins. Harcourt Brace Jovanovich, 1981.

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Yolen, Jane. Dragon's Blood. Delacorte, 1982.

Tall Tale Super People for Older Children

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Leach, Maria. The Rainbow Book of American Folk Tales and Legends. World, 1958.

McCormick, Dell. Tall Timber Tales. Caxton Printers Ltd, 1972.

Rounds, Glen. Ol' Paul, the Mighty Logger. Holiday, 1949.

Sandburg, Carl. Rootabaga Stories. Part One. Illus. by Michael Hague. Harcourt Brace Jovanovich, 1988.

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Shepard, Esther. Paul Bunyan. Harcourt, 1924, 1952.

York, Carol Beach. Mike Fink. Troll, 1980.

Super People in History for Older Children
A Selection of Single Biographies

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Gherman, Beverly. Agnes de Mille, Dancing Off the Earth. Atheneum, 1990.

Hurwitz, Johanna. Anne Frank; Life in Hiding. Jewish Publication Society, 1988.

Knudson, R. Rozanne. Babe Didrikson: Athlete of the Century. Viking Kestrel, 1985.

Meltzer, Milton. Betty Friedan: A Voice for Women's Rights.

Viking Kestrel, 1985.

Patterson, Lillie. Martin Luther King, Jr. and the Freedom Movement. Facts on File, 1989.

Quackenbush, Robert M. Who Said There's No Man on the Moon? A Story of Jules Verne. Prentice-hall, 1985.
Note: This author has many biographies suitable for children in grades 3-5.

A Selection of Biography Series for Older Children

Note: This list, arranged by publisher, represents a few of the newer biography series.

Chelsea House.

American Women of Achievement. (Fifty women whose actions, ideas, and artistry have helped shape the course of American history. Grades 7 and up. Example: Lillian Hellman, Playwright by Saundra Towns.)

Black Americans of Achievement. (Stories of fifty men and women who have helped shape the course of modern history. Grades 7 and up.)

Children's Press

People of Distinction. (Twenty eight books designed for grades 4 and up. Examples: Hans Christian Anderson, Marco Polo.)

Picture-Story Biographies. (Twenty one books designed for grades 2-4. Example: Sandra Day O'Connor: The First Woman on the Supreme Court by Carol Green.)

Sports Stars (Twenty nine books, high interest, low vocabulary, designed for grades 2-8. Examples: Larry Bird, Walter Payton, Mary Lou Retton.)

Dillon Press

Taking Part (Twelve books for grades 3-5 on such figures as Jacques Cousteau, Jim Henson, Samantha Smith.)

Lerner Books

Achievers (Seven titles, approximately 56 pages each for grades 4 and up on such figures as Amelia Earhart, Bob Dylan, Neil Armstrong.)

Entertainment World (Sixteen titles for grades 4-9 on such people as George Lucas, Michael J. Fox, and Whitney Houston.)

Resource Bibliography

This bibliography lists mostly new, but a few "tried and true" sources for materials selection, collection development, and programming.

Feller, Ron, and Marsha Feller. Paper Masks and Puppets for Stories, Songs, and Plays. The Arts Factory, 1990. (Address: The Arts Factory, P.O. Box 55547)

Fiarotta, Phyllis, and Noel Fiarotta. Be What You Want to Be. Workman, 1977.

Gillespie, John T. and Corinne J. Naden, ed. Best Books for Children. Preschool through Grade 6. 4th ed. Bowker, 1990.

Hearne, Betsy. Choosing Books for Children. Revised, expanded, and updated. Delecorte, 1990.

Irving, Jan, and Robin Currie. Raising the Roof: Children's Stories and Activities on Houses. Libraries Unlimited, 1991.

Jett-Simpson, Mary, ed., Adventuring with Books. 9th ed. NCTE, 1989.

Kohl, Mary Ann. Mudworks; Creative Clay, Dough and Modeling Experiences. Bright Ring Publishing, 1989. (Address: Bright Ring Publishing, Box 5768, Bellingham, WA 98227)

Laughlin, Mildred Knight, and Kathy Howard Latrobe. Readers Theatre for Children: Scripts and Script Development. Libraries Unlimited, 1990.

Latrobe, Kathy Howard, and Mildred Knight Laughlin. Readers Theatre for Young Adults: Scripts and Script Development. Libraries Unlimited, 1989.

Lima, Carolyn W., and John A. Lima. A to Zoo, Subject Access to Children's Picture Books. 3d ed. Bowker, 1989.

MacDonald, Margaret Read. The Skit Book. Linnet Books, 1990.

Maguire, Jack. Creative Storytelling. McGraw-Hill, 1985.

Trelease, Jim. The New Read-Aloud Handbook. Penguin, 1989.

State Library Media for Super Summer Reader

Since this summer's theme is so broad, many films and videos work well. Here is a starter list of 16mm films and videos available through the State Library that relate to the Super Summer Reader theme.

Tall Tales and "Super" Big Folktales

The Legend of Johnny Appleseed
Jack and the Beanstalk
Paul Bunyan
The Saga of Windwagon Smith

Fantastic Adventures

Aladdin and His Wonderful Lamp
The Amazing Bone
Andy and the Lion
Arrow to the Sun
Alstair in Outer Space
Chris and the Magical Drip
Cinderella
Classic Creatures: The Return of the Jedi
Corduroy
Dream is an Adventure
The Gingerbread Man
Giants Come in Different Sizes
Harold and the Purple Crayon
The Hobbit
In the Night Kitchen
People Soup
The Red Shoes (based on the Hans Christian Anderson story)
Rip Van Winkle
The Wizard
The Wizard of Oz

Real and Realistic Adventures

Digging up Dinosaurs
Incredible Journey
Keep the Lights Burning Abbie
Midnight Ride of Paul Revere
Mummies Made in Egypt
Paddle to the Sea
Robinson's Island
Three Days on a River in a Red Canoe
Westward Wagons

Super People in the Family

Annie and the Old One
Grandfather's Mitten
Mandy's Grandmother
Oh Brother My Brother
Through Grandpa's Eyes

Community Helpers

Everyone Helps in a Community
The Hospital
I Can Be a Hospital Worker
Make Way for Ducklings
A Visit to the Fire Station
A Visit to the Police Station

Super Heroes in the Media

Legend of the Lone Ranger

Super Special Resources

If you're looking for an extra boost, a resource person to do a program, try some of these ideas.

* Call the State Conservation Commission for a naturalist who can do a program on endangered animals.

* Call the State Historical Society for special display items of historical clothing.

* Call the Cultural Awareness Council, a group of volunteers who do programs of other cultures, complete with puppets, songs, and special activities for children. The people in this group work during the week, but may be willing to come to libraries for Saturday programs. Call or write Betty Hamilton, 1445 Lakewood Drive, Bettendorf, Iowa 52722, Phone: 319-359-0421.

* Call on the super people in your own community to supplement the program on this topic. Police, fire fighters, forensic artists who work with police, paramedics are just a few of the people in service professions that are of interest to children.

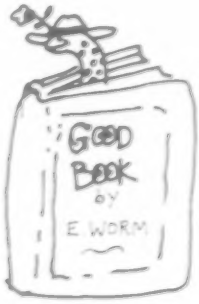
* Cartooning fascinates children and coordinates with the super hero subtheme of this summer's program. These people can do a cartooning workshop or program. Deanne Wortman, R.r. 2, Box 313, North Liberty, Iowa 52317, Phone: 319-351-0396; Kathy Dee, 713 Brown, Iowa City, Iowa 52245, Phone: 319-354-8940.

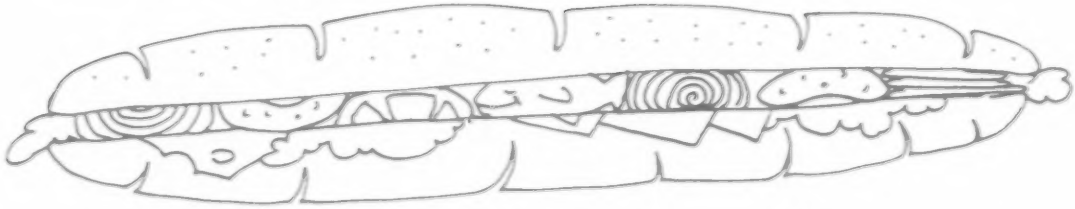
* Call a storyteller! Duffy De France, Children's Librarian at Musser Public Library, Muscatine, is revising the Iowa Storyteller's Directory and tells me it will be available sometime in April. Anyone who would like to be listed should call Duffy with information. In addition, Duffy has been collecting storyteller's flyers and business cards from all over the country with the goal of making storyteller information kits available through the library regions.

* Looking for something a little different? Call Sally Stiles at 319-264-1828 (address: 612 W. 2nd, Muscatine, IA 52761) for a "creative" workshop that combines such areas as poetry, creative writing, drawing, etc.

* Interested in a creative writing/poetry/poetry recitation workshop? These women are interested in coming to Iowa libraries for modest fees and mileage. Nadine Lord, 1301 Oregon Street, Muscatine, Iowa 52761, phone: 319-263-3916. Jeannie Anthony, R.R. 4, Box 28, Muscatine, Iowa 52761, phone: 319-263-1163.

SUPER CLIP ART I





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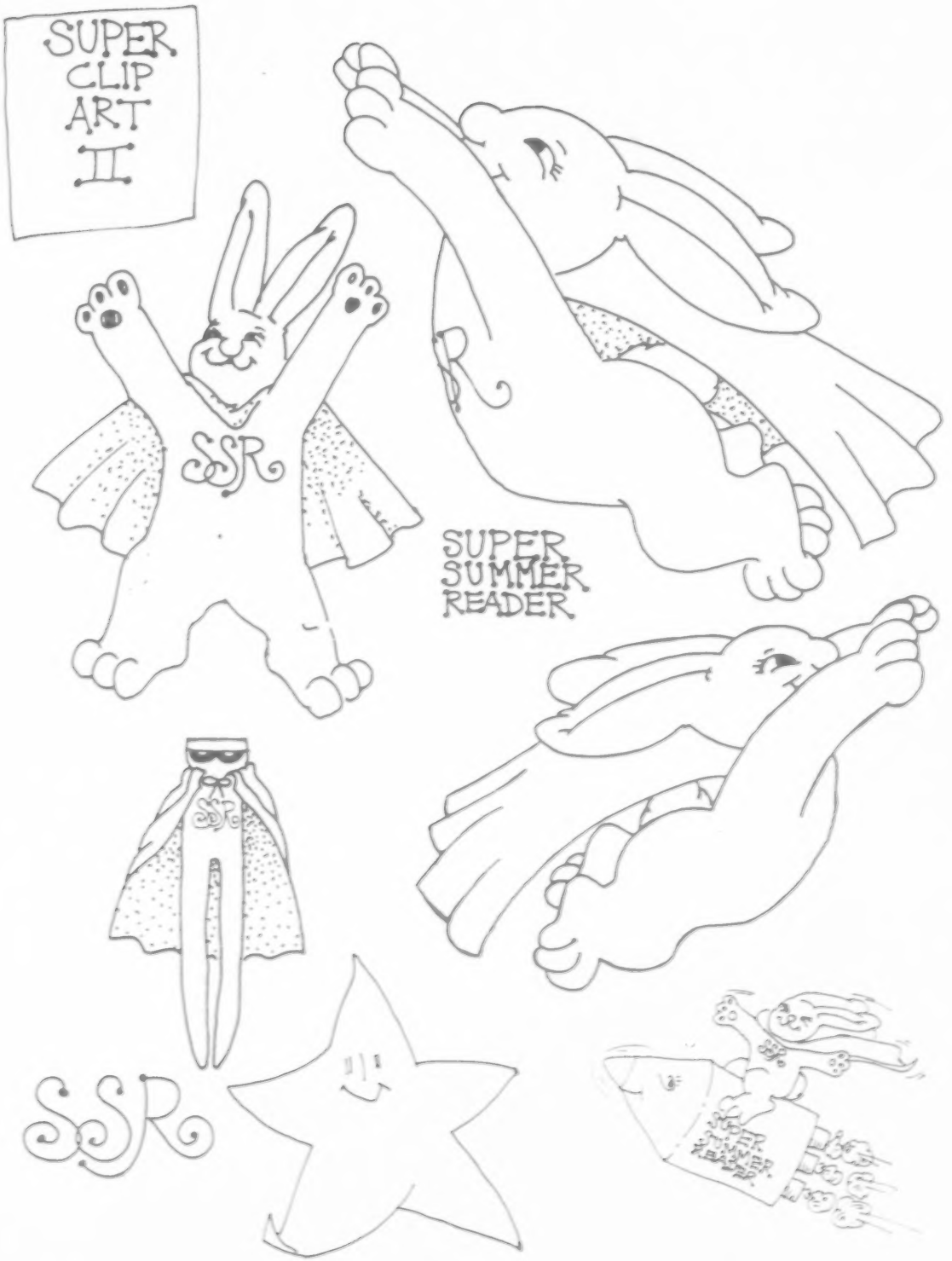

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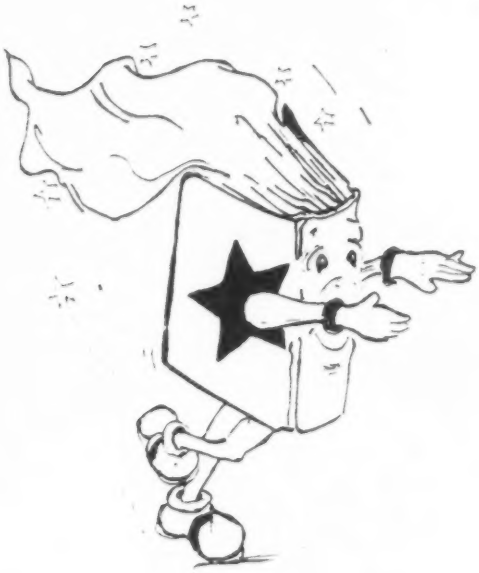
CLIP ART III

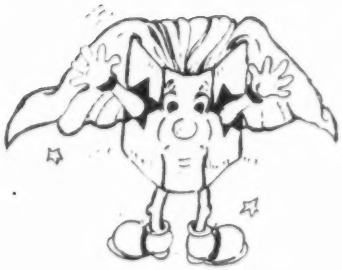
SUPER SUMMER READER

SUPER CLIP ART IV

SUPER SUMMER READER

SUPER SUMMER READER





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Super Summer Reader

EVALUATION

1991 Summer Library Program

Name of Library _____

Person in Charge _____

Dates of Program _____

Number of Children Participating:

_____ Reading Books (total enrollment)

_____ Received Certificates (finished program)

_____ Attending Library Programs (total attendance)

Rate the materials in "Super Summer Reader" Program package by checking an appropriate column.

	USEFUL	SOMEWHAT USEFUL	NOT USEFUL
Poster	____	____	____
Bookmarks	____	____	____
Certificate	____	____	____
Sticker	____	____	____
Manual	____	____	____
Activity Sheets	____	____	____
Publicity Ideas	____	____	____
Program Ideas	____	____	____

We would appreciate your suggestions for improvement of any aspect of the manual or publicity materials and your anecdotes as to ways in which this year's program was of benefit to your library.

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Return this form to:

Summer Reading Program
State Library of Iowa
E. 12th and Grand
Des Moines, Iowa 50319